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ABSTRACT

This book is a guide for teachers, counselors, administrators, and other helping professionals. The focus of the book is to provide an innovative approach to education that develops students' spirit, purpose, and potential. The author shows educators how to: create inviting schools that foster maximum student success; turn classrooms into life labs in which students learn and apply critical life skills; address urgent issues such as school achievement and school violence with strategies that work; and put this plan to work in preparing students to meet the challenges of the 21st century. This is accomplished by discussing: 24 concerns facing students and education today, including academic achievement, multicultural understanding, school improvement, school-to-career, safe schools, drug-free schools, character education, emotional intelligence, and challenges for the global community such as terrorism and other trauma; essential elements to consider to address these concerns; models based on the essential elements; and visual formulas and discussion of solutions for the 24 concerns based on the models. (GCP)

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Teaching and Counseling for Today's World Pre-K – 12 and Beyond

by

Tommie R. Radd

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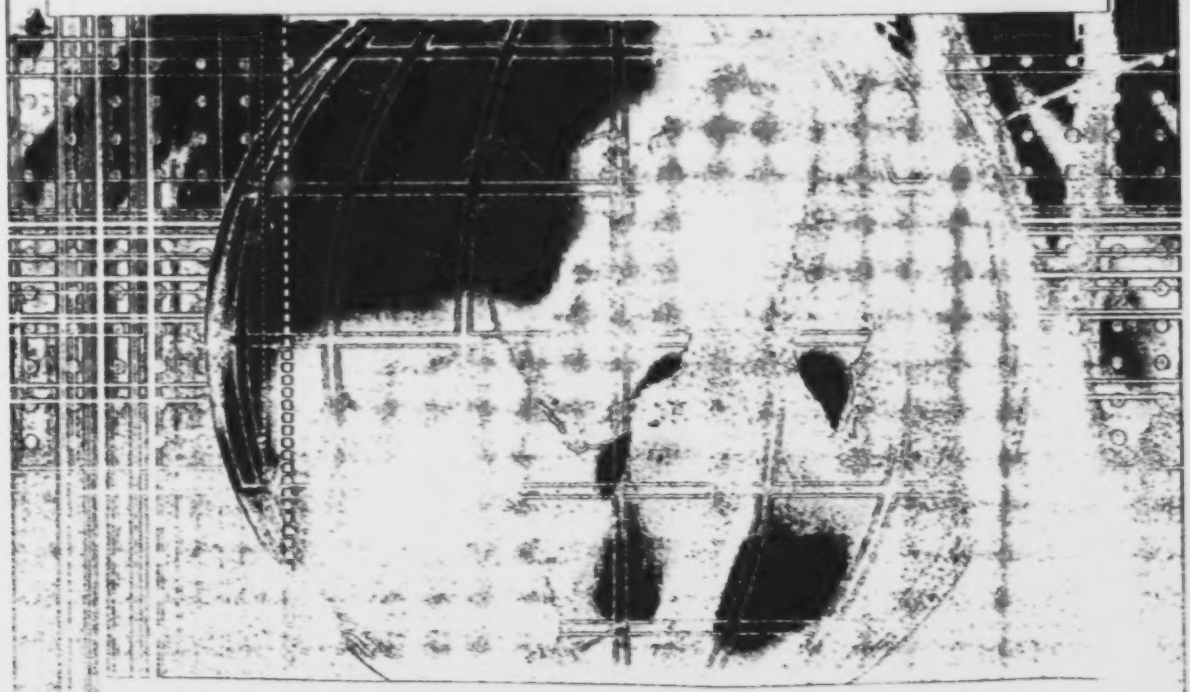

PRE-K-12 & BEYOND

An innovative approach to education that develops students' spirit, purpose, and potential

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By Tommie R. Radd, PhD

TEACHING AND COUNSELING FOR TODAY'S WORLD

PRE-K-12 & BEYOND

An innovative approach to education that develops students' spirit, purpose, and potential

— A Guide for Teachers, Counselors, Administrators, and Other Helping Professionals

By Tommie R. Radd, PhD

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**We need a vision of education
that addresses the development
of the whole student who can
function, contribute, and succeed
in today's world.
—Tommie R. Radd, PhD**

DEDICATION

TO ALL CHILDREN

and their

limitless possibilities for the present and future.

TO ALL EDUCATORS

and their

great opportunities to transform education.

TO SOPHIA RADD, MY MOTHER

for her

unwavering selfless love, support, and belief

in

THE GROW WITH GUIDANCE® SYSTEM

and her

encouragement and love for me.

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INTRODUCTION

The national and world issues we face require that today's students become adults who can meet the steepest of challenges. In the more than 30 years I've worked in education and counseling, I have had the opportunity to witness first-hand what creates those kinds of students. Students need to understand how to achieve academic competence and be focused and productive. They need to believe they can accomplish a positive plan for their lives. Ultimately, students need to know who they are and what they can contribute both to themselves and the world through elementary school, high school, and beyond.

Students excel in these areas when they have a complete package of skills on which to draw. What comprises such a package? A solid base of academic knowledge and strong development of personal, social, emotional, and behavioral skills necessary for success in all areas of life. Having this skill set enables a student to develop his inner spirit, (the intangible part of a person that influences disposition and outlook), purpose (awareness of one's ability to make unique contributions), and potential (one's understanding of life possibilities). Having all three leads students to believe they can achieve a desired goal—and to set goals that positively affect themselves and others. Educational experiences play an essential role in developing this vital inner core.

The purpose of this book is to present a new way of thinking about education that I believe can help schools better support student success. It is written for all who are involved with schools, those who undergird our current system and those who will create the schools of tomorrow. The ideas contained are based on a combination of my own educational and multidisciplinary research and practice; educational research

conducted by others; and input from educators, parents, the business sector, public agencies, and other groups. I have not included specific citations and expanded research explanations because I intend the book as a discussion guide about educational change. In lieu of those, a Glossary of Terms clarifies the meaning of terms that may be unfamiliar (see page 199).

In these pages, we'll explore current challenges in the educational system and key factors to consider in overcoming them. I also present the concepts behind my guidance and counseling program, which comprehensively addresses the real needs of students and can help create the effective schools we seek. The innovative role of guidance systems within pre-K–12 settings has been excluded from every effort to reform, redesign, change, and improve education. Yet without the inclusion of such a system, change may continue to have a limited focus that does not ultimately produce tomorrow's successful adults. My program provides a solution that integrates and exceeds The American School Counseling Association's (ASCA) National Standards for School Counseling Programs and The ASCA National Model for School Counseling Programs.

In my work, I have been blessed to have the opportunity to visit schools and consult with educators throughout the United States and other countries. At every site and within every culture, I found a common understanding of the importance of education. People recognize that education is the foundation that gives *all* students the chance for a healthy and purposeful life. Education that builds on what works and changes what does not *is* possible. What role do *you* play in the direction of our future schools?

Please take a short journey with me to learn a realistic approach for teaching and counseling in today's world. Read on, stay open to new ideas, and reflect on your part in educational change.

Section and Chapter Overview

The best way to use this book is to read it in the order presented. Information from Section One is needed for Section Two and so on with Sections Three and Four. Once the book is read in order, it can be used as a reference book, revisiting those sections that deal with particular concerns.

Section One, Challenges Impacting Education and Student Success, discusses important issues affecting education and students. All challenges—societal, specific to students, or a combination of the two—require that students be equipped with expanded and additional skills for solutions.

Challenges discussed in Chapter 1 include those that are general to students and society. The chapter provides information about self-concept development, academic achievement and academic success, school improvement and redesign, technology development and application, gender equality, multicultural sensitivity and understanding, sexual orientation sensitivity and understanding, sexual harassment, sensitivity to and understanding of persons with disabilities, and invitational education.

Chapter 2 discusses challenges specific to student skill development: emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education, and school-to-career. These areas need to be addressed to maximize students' chances for life success.

Chapter 3 discusses student behavioral challenges. Students face many behavioral challenges that require attention; I selected those that are among the most frequent, long-term, and difficult. The self-destructive behavior challenges discussed are chemical dependency, student

sexuality, eating disorders, and suicide. The destructive behaviors toward others discussed are school safety, abusive behavior, and bullying behavior.

Chapter 3 includes a discussion of challenges that result from the increasing risk of global terrorism and other trauma.

Section Two, Essential Elements for Consideration, identifies essential elements to consider so education professionals can meet the challenges discussed in Section One. Elements such as self-concept development, characteristics of healthy people, and skills needed for success are explored in Chapter 4. A unique self-concept process, the "self-concept series and weave" used to integrate positive self-concept into student life skills, is also explained.

The hidden curriculum and the importance of personal, social, emotional, and behavioral skills are discussed in Chapter 5. Chapter 6 follows with a discussion of the need for strategies to increase student success and an expanded vision of academic success. Students need to learn how they best learn academic information in addition to knowing which information to learn.

Chapter 7 explores the necessity of understanding how learning and change take place. The important role of school climate is discussed in Chapter 8.

Each of the essential elements discussed in Chapters 4 through 8 needs to be addressed and implemented in order to meet the challenges outlined in Section One.

Section Three, The Plan: A Model to Follow, outlines a solutions-oriented plan and model based on the essential elements discussed in Section Two. The plan presented can help educators meet the challenges they face.

Chapter 9 discusses the model for the plan, a classroom group guidance system. The process for implementing the

essential elements is included in the developmental guidance systems model. Chapter 10 discusses the model for a comprehensive, developmental guidance and counseling program. Chapter 11 shows how the models integrate into classrooms and schools. The model outlined in Chapter 9, a guidance systems model, becomes the heart of the classroom as a life lab for student learning as discussed in Chapter 11. It also becomes the foundation of the school guidance and counseling program, which is discussed in Chapter 10.

Section Four, Solutions for Student Success, applies the plan and models from Section Three to solutions for the challenges discussed in Section One. Section Four provides specific strategies to use with each challenge. This provides a plan to help educators work smart with positive, improved results for students and society.

Chapter 12 discusses solutions for the general challenges of self-concept development, academic achievement and academic success, school improvement and redesign, technology development and application, gender equality, multicultural sensitivity and understanding, sexual orientation sensitivity and understanding, sexual harassment, sensitivity to and understanding of persons with disabilities, and invitational education.

Chapter 13 discusses solutions for student skill development—emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education, and school-to-career.

Chapter 14 discusses solutions for student behavioral challenges. The self-destructive behavior solutions discussed are chemical dependency, student sexuality, eating disorders, and suicide. Also, solutions for student destructive behaviors toward others—school safety, abusive behavior, and bullying behavior—are discussed.

The final discussion includes information needed for a positive response to challenges in today's world. Specifically, the requirements for success in today's world regarding the increased risk of terrorist attacks and other trauma are discussed.

Teaching and Counseling for Today's World provides a proactive and congruent plan that integrates and exceeds the American School Counseling Association's (ASCA) National Standards for School Counseling Programs and the ASCA National Model for School Counseling Programs. The ASCA national guidelines are recommended by ASCA for all school counseling programs. They are also the basis for many states' plans for school counseling programs. The information in this book provides an implementation plan that meets and exceeds the suggested guidelines as outlined by ASCA.

SECTION ONE

CHALLENGES IMPACTING EDUCATION AND STUDENT SUCCESS

Chapter 1

Beginning The Journey

The Trip

Once upon a time I visited New England for most of one summer. During that summer, friends from back home in Ohio came to visit this historic area with me. History came alive and road trips throughout New England enhanced each day's adventure.

During one of our trips, one of my friends and I got lost. We asked a construction worker for directions. Seeing the Ohio license plates, he responded with kindness and concern for our situation. After hearing our destination, he matter-of-factly stated, "You can't get there from here." Quite surprised at this response, I reiterated, "You mean we can't get from here to there?" It never dawned on me that there was a place I couldn't go with the correct directions and means of transportation.

After a short time to think, the worker said, "Well, I guess you *can* get from here to there, but it will be tricky. You need to go left, then . . ." I asked my friend to pay close attention to the directions because it would take both of us to find our way. Once en route and on track, my friend and I laughed at the idea that there could be anyplace you could not go. This seemed especially in conflict while traveling in such historical places, where everything became possible, where the beginning of an independent nation took place. We eventually reached our destination, had many pleasant adventures, and the trip had a happy ending.

Just as it had never occurred to me that a destination could be unreachable, it has also never occurred to me that in education, it is not possible to achieve an effective educational system. With the right directions and the will to find our way, we can reach society's hoped-for educational destination: a system that really works. The question is, are the directions we've been following getting us where we want to go? If not, which directions do we need to use?

Join me as we embark on a journey to answer these questions. Explore challenges and investigate solutions for teaching and counseling in today's world.

Are Solutions Possible?

Previous to my New England trip, I had worked in different positions as a teacher, rehabilitation counselor with adults, and a social services director for a children's rehabilitation center. I became concerned when students, who qualified for rehabilitation assistance after graduating from public and private schools, were unable to function successfully in society. For many of the adults and children with whom I worked in rehabilitation and teaching, I came to believe that intervention through rehabilitation needed to merge with prevention in order to break destructive behavioral cycles. Due to challenges within each discipline, most rehabilitation and education professionals did not cross paths to see the cycle of individual development and the potential for collaboration and change.

At the time of my New England trip, I had moved into public education to begin merging my rehabilitation experience with my teaching experience. I have always seen all students as special, capable, and valuable with limitless possibilities. My vision was to create programs and experiences that included needed strategies for the success of all students. I was an elementary school counselor and coordinator in a school district with seven elementary schools, seven principals, 3000

students, 180 teachers, and no budget. Simultaneously, I was also elected as a school board member in my local community. In my job as a school counselor and coordinator, I was to create an environment and experiences for students' talents to emerge. By merging concepts from both disciplines with my daily on-the-job experiences, I began formulating ideas that worked for all students, supported staff effectiveness, improved class climate, and supported families.

In my work of the last decade, I have begun to question if we can accomplish the goals society and the education system set for students, not because of students' abilities but because of lack of unity among educational and societal groups. Various groups look for reasons to not work together. At times, respectful communication between groups seems nonexistent. Polarities between groups such as legislators and educators have intensified. Blaming the public education system for every concern regarding students is convenient. Outlined and expected progress is slow despite education and career initiatives. Narrow-focused testing initiatives do not invest in improved instruction, learning, and comprehensive, essential skill development. The greatest tragedy is that students are at risk because their needs and wants get lost in all the rhetoric. For this reason, I feel it is critical to discuss what is not working and share solutions so that approaches that work can be more widely implemented.

In addition to academic achievement challenges, we continue to struggle with issues of self-destructive behavior (such as chemical abuse), destructive behaviors toward others (such as violence and abuse), general challenges (such as multicultural and gender sensitivity), and skill development (such as social skills and character). All of these challenges keep students from reaching the goal of academic and life success. Now, with ongoing risks of terrorism and other trauma, addressing these challenges, pre-K–12 and beyond,

is even more crucial. Students need personal, social, emotional, behavioral, and academic skills to handle the challenges of today's world.

What needs to happen for the dream of life success for all students to be possible? Let's overview some of the challenges in order to help answer that question.

Overview of General Challenges

Self-Concept Development

Self-concept is one of the most misunderstood topics of the last few years. By definition, self-concept is the identity, character, or essential qualities of a person, the way that person views himself, and how he perceives he belongs in the world. Self-concept is critical because it is the frame of reference for all interactions and choices. Self-concept is the foundation for all self-perception, which filters information and experiences based on an individual's self-beliefs. The way people "see" themselves filters information and experiences and gives them the ability to see life possibilities. Self-concept is the guiding light for all behavior choices. People can only see and go as far as this self-vision can take them. People can only see and support others as far as their self-vision can take them. Everything a person is and becomes grows from this foundation.

Self-concept is learned. If students do not receive information and have experiences that support positive self-concept development, this learning is left to chance and is often destructive. Comments commonly heard in society like the following are reasons for concern:

> "A gang member has a high self-concept."
>
> "This is the ME generation with a focus on TOO much self-concept and not enough other-concept."

> "Self-concept information and focus are among the things wrong with education and have caused problems that stop a student's academic success."

These comments clearly convey a lack of understanding of how self-concept develops and the vital role of self-concept in personal development. The above comments are actually examples of a low self-concept and high ego. High ego is very different from a positive self-concept. A large, out-of-control ego is an indicator of low self-concept where one's worth is determined by factors outside of oneself. A person with high ego is self-centered, views everything in relation to himself, and often lacks personal responsibility and accountability for behavior choices. On the contrary, a person with high self-concept values self and others, views everything in relation to helping self and others, and takes personal responsibility and accountability for behavior choices. A person characterized by high ego has a high frequency of hurtful behavior and is detached from self and others. This high ego concern with a low self-concept pattern is damaging for people of all ages.

Because of the lack of focus on self-concept development, student and adult experiences that support or deter the development of self are not identified. Environments and quality relationships that support and invite students are frequently "talked but not walked." Self-esteem, the evaluation component of self-concept, is interchanged with self-concept. The way I evaluate myself, based on what I have learned, is one part of the whole of self-concept.

Students cannot develop their spirit, purpose, and potential when

- personal, social, emotional and behavioral skills (see glossary) are not taught,

- the educational community and families view time spent on self-development as something extra and nonacademic,
- this important foundation is left to chance at best, and
- the educational community and families view student problems as isolated from the environment and their relationships.

Academic Achievement and Academic Success

Public schools were created to educate citizens to function in a democratic society. Because of this mission, schools need to create successful learning environments for all students. In addition, all students need to learn as much as possible to support their and society's success. Historically, success meant all students getting passing grades, understanding and memorizing as much information as possible, graduating from high school, and, when possible, going on to college or other training.

Today, that perspective is changing. According to futurists, due to the rate that information increases, it is projected that by the year 2020 information will double every 73 days! The accumulation of knowledge is happening at faster and faster rates because of expanded methods of discovery and the development of new areas of study. Students need to be taught core information, but this alone is not sufficient. A great deal of this vast information network requires the knowledge of how to access and identify pertinent information.

Due to the increase in information, it is impossible for people to memorize or even learn everything needed for their work or personal lives. The increase in information requires more time working in teams and networks. Higher-ordered thinking

is critical for information to be utilized. A greater reliance on other people is needed to help solve problems. Jobs will exist and be in demand that cannot be imagined at the present time. Change is the constant. All students need the skills to see themselves as capable of adapting to and handling transition. They need a clear understanding of themselves to know where they fit and how they can contribute.

Academic success also requires a focus on the personal, social, emotional, and behavioral skills needed to support student learning, spirit, and purpose. Students need strong self-concepts-as-learners in order to see themselves as capable and able. Handling anxiety and stress is vital within the learning environment when students have difficulty learning a concept, completing an assignment, or taking a test. Having a classroom rich in dialogue and cooperative learning strategies is critical for students to learn and practice teamwork and networking skills. The ability of students to focus on learning and apply core information is essential.

Educators and others may have a narrow focus and understanding of the skills needed for academic achievement and success to occur. In many cases, scores on a test are the determining factor for defining and measuring school success. In most cases, the sad reality is that in life students may not succeed even when they pass these tests.

Students cannot develop their spirit, purpose, and potential when

- the educational community and families view academic learning as an isolated experience for students,

- the educational community and families refuse to have a broad, holistic view but rather a narrow focus of what constitutes academic success,

- educators teach to the test and the educational community, families, and other societal groups such as legislators measure academic accomplishments through testing and grades,
- educators teach subjects and not students,
- educators do not help students see relevancy and application of what they learn, and
- the educational community approaches learning in a way that does not focus on life-long learning.

School Improvement and Redesign

The school improvement and redesign movement has emerged because of a desire to change and improve schools. Many schools have developed plans and made improvements to support this effort. The trend has been to assess what is working and then to determine how to improve, change, or omit what is not working. This sounds great in theory. However, many schools assess what they need in traditional curriculum and technology in order to create their improvement plan. Adding computers is a reasonable beginning. But if that's the focus, it falls short of creating a new vision for schools that addresses the development of the whole student who can function, contribute, and succeed.

Students cannot develop their spirit, purpose, and potential when

- the educational community adds technology and calls it school improvement,

- the educational community ignores the student and staff relationships within a school as an integral part of the improvement plan, and

- the educational community, families, and other societal groups have a narrow focus of academic achievement and success, creating schools that do not meet the needs of a changing world.

Technology Development and Application

Technology is an integral component in all areas of life and is growing in its contributions. It is increasingly important to be competent in the use and application of technology. Students need to perceive themselves as able to learn the needed technology skills. Therefore, all students need access and instruction in computers, the Internet, and other technological advances. All areas of life require the use of technology at some level. Great opportunities for growth and healing exist due to the possibilities created with technology.

On the other hand, many areas of life are affected by the irresponsible way some people use available technology. There are growing reports about problems that occur because of Internet sites that make pornographic information available to students. Hate groups and individuals use the Internet to recruit members for destructive purposes. Individuals may use the Internet to meet students and harm them. Dialogue continues to grow on what to do about these and other dilemmas. These issues do not discount the importance of using technology to improve our education system. But they do raise awareness of the need to help students learn responsible decision making as it relates to technology.

Students cannot develop their spirit, purpose, and potential when

- they do not have equal access to technology,
- they see themselves as unable to learn the information necessary to be competent with technology, and
- the development of the whole student, including personal, social, emotional, and behavioral skills, is not considered when determining technology skill competence.

Gender Equality

Gains have been made with greater understanding and opportunities for gender equality and these gains indicate we are improving. Now there are more positive examples and role models for students than in the past because men and women have careers and interests that were traditionally held by the opposite gender. At times, men and women still hold beliefs that either enhance or limit the opposite gender. When this occurs, these beliefs can polarize gender groups and promote a "better than" mindset between genders. As a result, gender groups focus on differences and not similarities, exclusion and not inclusion.

Problems occur in situations where differences among people are acknowledged and those differences are used to limit human possibilities. Examples can be seen in every facet of our society from appropriate management positions and material benefits for men and women to the basic interests and social groups open to both genders.

Cultural norms determine what is appropriate, and these unspoken and often unconscious beliefs target anyone who does not conform to the narrow profile. Men and women

have similarities and differences in the way they function. They have different wants and needs and possess different talents. One person doesn't possess all of the stereotypical profile traits that could be projected onto him or her.

Students lose when people project gender stereotypes that affect our expectations of students and their expectations of themselves. When students are discouraged or guided in ways that limit the development of their talents, no one benefits from their unrealized accomplishments. The challenge is to stop projecting stereotypic profiles so that students can develop and grow according to their unique abilities.

Students cannot develop their spirit, purpose, and potential when

- they assume someone can or cannot do something because of gender,
- career paths are chosen due to gender,
- emotions are regulated because of gender,
- what students are able to learn is based on gender, and
- limitations are accepted because of gender stereotypes.

Multicultural Sensitivity and Understanding

In many schools, actions are being taken to cultivate and promote cultural understanding to enrich the quality of life for students. In spite of these efforts, an urgency for respect among cultures and groups resonates within our communities. Tragic and destructive incidents occur between different cultural groups. After an incident displaying hate and prejudice toward a cultural group, little is done to address

the root causes of the problem. When root causes are not addressed in a comprehensive manner, prevention of the problem is difficult.

Students cannot develop their spirit, purpose, and potential when

- a plan is not in place where all cultural groups can dialogue and work together,
- a plan is not in place to help educators stay current on cultural issues,
- various groups are present in a school but are not integrated and included on projects,
- the educational community does not integrate information about all groups for all to learn,
- the educational community does little to identify ways of learning to respect others and value differences as a strength, and
- educators, families, and the community do not see all students as worthy human beings and learn to value them on a personal level.

Sexual Orientation Sensitivity and Understanding

The topic of sexual orientation is difficult to discuss because of differing beliefs and controversial information about the causes. It becomes even more difficult when educators and professionals discuss how to handle this topic with students. All messages students receive teach them about our beliefs. With students' physical development comes sexual development, which can be a confusing process for students. Educators ask students to talk to parents and other adults

they trust, but will they talk openly and honestly? Will they stay safe or will they emotionally alienate themselves in this process?

Continued acts of hate and prejudice toward people with different sexual orientations are alarming, tragic, and wrongly justified. I'm not a scientist who specializes in biology or genetics, rather an educator who has worked with students, staff, administrators, families, and community groups for over three decades.

Based on what I have learned, it is my belief that very early in life people know to what gender they are attracted. There is an inner force that is a part of people. This is not a force that controls people or is programmed into people. This is a force that is within people as is their eye color and other innate characteristics. This isn't a force that acts out toward or against people, but is integral within.

Problems occur for students and society when there are no accepted ways to discuss feelings and differences related to sexual orientation. This can be a very uncomfortable topic for many, so it is easier to negatively judge those who are different. It is easier to look for reasons to be nonaccepting than to accept sexual orientation as just one personal characteristic of a person.

Students cannot develop their spirit, purpose, and potential when

- people are judged by differences and not their positive personal characteristics,
- students hear derogatory remarks about people with same-sex orientation,
- hurtful comments are allowed, and

- students are not open about their internal forces and drives with someone who cares and is nonjudgmental.

Sexual Harassment

There is increased awareness of and effort to address sexual harassment issues, but more needs to be done. Sexual harassment continues to be reported within workplaces and communities. When people use their power for sexual favors, everyone loses because of the lack of productivity and increased vulnerability. When people allow students to tease or single out people of the opposite or same sex, everyone loses. The problem is perpetuated when students stay in a fearful environment due to ongoing, inappropriate encounters with no way of communicating fears and worries. At any level, when power is aggressively imposed upon a person through sexual threats and abuse, the outcome is tragic because of its possible long-term impact on the person.

Programs that address sexual harassment are important. Educators need to explain to all students ways of belonging, interacting, and contributing that are socially appropriate and respectful. To accomplish this requires students to have personal, social, emotional, and behavioral skills needed for healthy interpersonal relationships.

Students cannot develop their spirit, purpose, and potential when

- sexual harassment programs are isolated programs of information,
- students are permitted to tease and embarrass others,
- students do not see themselves as able and powerful enough to handle difficult situations,

- students do not understand how to be assertive, and

- students have no basic personal, social, emotional, and behavioral skills.

Sensitivity to and Understanding of Persons with Disabilities

In the past, many people with various disabling conditions never reached old age because of limited medical advances. At times in history, it was viewed as shameful to have someone in a family with an apparent disability. These family members were often left at home or in institutions. Usually, people did not talk about the disabled person and many times such family "secrets" were either passed from one generation to the next or forgotten.

Things changed with time, education, laws, and medical advances. People with disabilities and their families demanded equal access. Families stopped hiding facts about having disabled family members and began asking for all people to be treated fairly, with all of the benefits of those who were not obviously disabled. Families and disabled people want the disability to be one characteristic of, not the main focus and distinguishing characteristic of, the person.

To be disabled means to be *not (dis) able* to do something. We are all differently able. All people have things they can and cannot do. In reality, all people are disabled in some manner. It is a matter of degree, category, and perception of a disability that determines the affect the disability will have on a person's life. It is not what we have, as much as what we do with what we have, that is important.

If I could magically make all students "perfect" without a disability and its challenges, I would. In most cases, people

can control how they face challenges, but not what challenges they face. Knowing and remembering that all students can learn and use their unique challenges as assets is, in itself, a real challenge. Creating environments where all are expected to work and contribute based on abilities is essential.

Students cannot develop their spirit, purpose, and potential when

- educators refuse to include individuals in a program because of a disability,
- people see what someone cannot do instead of what someone can do,
- people view disabilities as being "less than," and
- an individual's worth is attached to an illusion of perfection and not a celebration of differences.

Invitational Education

Invitational education focuses on the heart of education. The question is how do educators effectively create an inviting school? How do they invite students to learn and become their best? How do they assess the environments they create with students? What roles do self-concept development and self and other perceptions play in the process? What impact does an inviting climate have on student learning? Invitational education's theory of practice provides the answers to these questions and more. Invitational education's balanced approach to the teaching and learning process is essential if educators are to invite students to become self-actualized, fulfilled human beings.

To reach the goals of invitational education, conscious and intentional plans need to be in place and the process to support and maintain an inviting school needs to be a central focus. These goals are too important to leave to chance. It is essential that all students, staff, and family members have the personal, social, emotional, and behavioral skills needed to interact in a helpful way.

Students cannot develop their spirit, purpose, and potential when

- there is no plan for change that is an integral part of the day-to-day operation of the school,
- there is no conscious plan to support the self-concept development of all within the school,
- the perception of students, staff, and families regarding relationships, procedures, and policies is not communicated and modified when it is destructive,
- personal, social, emotional, and behavioral skills are not taught,
- students do not provide ongoing feedback as to their day-to-day experience in school, and
- there is no process for consciously creating an inviting environment for all students.

Chapter 2

Missing The Mark

Challenge Areas of Student Skill Development

A wide range of skills, such as social skills and character education qualities, have been identified as necessary so that students can become contributing members of society. These skills, traditionally not thought of as necessary in academics such as reading and mathematics, have been identified by educators and society as important. In some cases strategies and programs have been instituted in an effort to develop these skills. One related challenge is that many of the efforts to teach needed skills have been unsuccessful and miss the mark.

In this chapter, specific skill development challenges are addressed: **emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education,** and **school-to-career.** These skill-building areas are essential for life success.

Emotional Intelligence

The importance of emotional intelligence and the impact it has on life success has been established in professional literature. Emotional intelligence has expanded the definition of what it means to be smart, emphasizing emotions as a primary and central factor needed for life success. This includes, but is not limited to, people's understanding of their own emotions and their abilities and skills in handling and applying emotions.

For example, when a person begins to feel angry in a specific situation, the way the person identifies the anger, handles

the anger, and uses the anger makes the difference in the person's success or failure. Regardless of the person's cognitive skills and understanding, the ability to have emotional intelligence by using the anger in a constructive manner determines success.

Emotional skills can be taught. Professionals in the educational community know that emotional skills affect people's performance. Most people do not look at the development of emotional intelligence in a systemic way, identifying everything in the school that affects emotional development. Most do not understand the importance of student–teacher and student–student relationships and the impact they have on student emotional growth. Most do not understand which emotional skills students need to learn.

Students cannot develop their spirit, purpose, and potential when

- emotional intelligence development is left to chance without a conscious and intentional plan,
- student success is viewed as a test score and not a performance skill set that includes emotional, personal, social, behavioral, and academic skills,
- the relationship between self-concept development and emotional intelligence is not understood,
- emotional intelligence is not approached in a systemic way, and
- people view emotional intelligence development as a fad and not a necessity.

Social Skills

Many school districts have begun teaching social skills to students because many students do not begin school with an understanding of manners and ways of interacting respectfully. This lack of social understanding is often related to societal changes or to a lack of parental involvement with children. Often students who do not understand how to interact in socially acceptable ways are viewed as problems that need fixing, problems that are inconveniences in the classroom and at school. For example, students who do not understand socially appropriate ways to develop friendships may attempt to "buy" friendship with gifts, exclude people, or threaten others if not included.

Social skills can be taught. My concern with the teaching of social skills is the way in which it is usually done. Usually skills are taught in isolation or attached with behavior intervention programs that focus on student problems. Many times students are viewed as uncooperative if they do not respond in a favorable way. Sometimes a social skill is included in a cooperative learning activity, but isn't connected to other social interactions that occur during the school day. Many students learn about the skill without internalizing the meaning or relating the skill to life situations.

Students cannot develop their spirit, purpose, and potential when

- social skills are taught in isolation from day-to-day experiences,
- the relationships and climate of the school are not integral with social skill development,
- social skill focus is on the deficits of people and not on their assets, and

- social skills are taught without understanding how those skills are a component of personal, social, emotional, and behavioral development.

Conflict Resolution and Peer Mediation

A student's ability to handle conflict can become a matter of life and death. More schools have acknowledged this and have responded by including conflict resolution and peer mediation programs. For example, when students disagree with another student and an argument begins to escalate, they can learn different procedures and skills that can bring about a solution to the disagreement in a respectful and safe way. In some cases, peers are trained to serve as mediators in the conflict.

Teaching conflict management skills is necessary and valuable. However, most conflict management and peer mediation programs are taught in isolation to a few students when all students need to have the skills. Frequently there is no personal, social, emotional, and behavioral skill base for the foundation of conflict and mediation programs. Without this base, there is no frame of reference upon which to build the resolution and mediation skills. Usually there is no plan of how to apply these skills in the school environment. These trained students become conflict managers in isolation from the day-to-day operation of the school.

Students cannot develop their spirit, purpose, and potential when

- conflict resolution skills are taught in isolation,

- only a few learn the skills that all students need,

- there is no clear plan as to how conflict resolution and peer mediation contribute to the school environment, and

- these skills are not built on a base of personal, social, emotional, and behavioral skills.

Peace Education

More schools have acknowledged the need for world peace and are teaching a curriculum to address these issues. Peace and global understanding are desirable goals. Yet most people don't understand the relationship between world peace and the peace they can experience daily. Nor do they understand that before they can enjoy peace on a global scale, people need to create peaceful homes, schools, and communities.

Tolerance of ourselves and others plays a part in this process. Tolerance of differences, such as religious beliefs, is just one important focus. Beyond that, we need to celebrate differences and understand and respect them nonjudgmentally before trusting relationships are possible. It is the ability to trust and not fear what is different that supports peace on a personal as well as global level.

Students cannot develop their spirit, purpose, and potential when

- people accept judgmental behaviors that separate and condone behaviors that are destructive,

- people focus on what is "wrong" with differences,

- hurtful acts of intolerance are accepted so that people do not have to change or question their behavior,

- winning is more valued than cooperating, and
- being "right" is more important than understanding another person.

Character Education

Do you want to be involved with people who are trustworthy, treat all people with respect, act responsibly, are fair and just, are caring, and are solid citizens? Who could say "no" to that question? Many schools are working hard to design and implement character programs that can teach students these skills. Their challenge is based on the reality that while most people want to be associated with people who have these personal characteristics, many people fall short of the mark. Yet we demand from students what some adults cannot or choose not to model themselves.

A part of the dilemma is that many people want to behave in this responsible way but have not experienced an environment in which it was modeled consistently. As a result, many people do not have the personal, social, emotional, and behavioral skills needed to behave with positive character traits consistently. Schools can be a place where people develop these needed skills and learn from their mistakes and successes through feedback and by being in a safe environment.

Students cannot develop their spirit, purpose, and potential when

- schools have character education programs that are separate from the school environment itself, where students could practice new skills,
- people make excuses for not demonstrating positive character behavior traits instead of being honest with themselves and others about those behaviors,

- students are expected to demonstrate desirable character traits but some adults are not, and

- character education qualities are taught without understanding how those skills are a component of personal, social, emotional, and behavioral development.

School-to-Career

Career development is important for all students. More school professionals are working to provide an understanding of viable career options to students. A plan for each student is essential if we want students to graduate from school and then become contributing members of society. Among the most life-impacting decisions students make are those related to work and career issues. Students' future quality of life and lifestyle are determined by their career choices and preparation.

Career and work opportunities change and evolve. A solid foundation for career and related issues is necessary in order for people to withstand change and adapt to future work requirements. What will students need to know in order to experience success in this changing workforce?

As mentioned earlier, changes in the rate of new information increases, plus advances in technology, dictate the importance of different skills for success. Basic academic skills plus an understanding and use of technology continue to be necessary. People need to be able to keep up with knowledge and know how to access information and network to stay current.

Higher-ordered thinking is critical so that people are able to obtain information and then utilize it. This requires an increased ability to think creatively, communicate clearly, and understand how to make decisions.

Being a team player is important, as is an ability to work independently. Success at work involves a high level of adaptability, foresight, and strong evaluation skills. All of this requires high levels of commitment to the job. People need to work to demonstrate that they can add value on the job, improve the work environment, and support job success.

Regardless of the type or location of work, successful career skills require increased personal, social, emotional, and behavioral skills. All of these are requirements for success. Concern arises when there is little or no emphasis on personal, social, emotional, and behavioral skills in school curriculum.

Students cannot develop their spirit, purpose, and potential when

- the skills needed to handle change are not taught,
- personal, social, emotional, and behavioral skills are viewed as unnecessary,
- the educational community and societal groups do not see the importance of including personal, social, emotional, and behavioral skills for all students in the core curriculum,
- the relationship between academic learning and careers is not explained and taught, and
- classrooms are not viewed as life labs for learning needed career skills.

Chapter 3

Student Behavioral Challenges

Self-Destructive Behaviors

Student self-destructive behavior is often overlooked in schools and society because, in many cases, there is no apparent impact or problem for others. If a student is depressed, withdrawn, or unhappy, frequently people ignore or do not notice the student's problem. Unless a student creates a situation that involves inconvenience or liability for others or starts to earn failing grades, the student goes unnoticed.

The problem becomes one of possibility, productivity, and perception. If students do not have an understanding of their own possibilities, there is no encouragement for growth. If students do not understand that everyone loses when one person does not contribute, the benefits of productivity are not clear. If students do not perceive themselves as capable, unique, valuable, special, and purposeful, they do not understand how important their contribution is.

The following self-destructive concerns are among the most common facing our youth: **chemical dependency, student sexuality, eating disorders,** and **suicide**.

Chemical Dependency

Chemical dependency prevention programs have been a focus of educational efforts for decades. The concerns center on both drug and alcohol use and abuse. Society has become alarmed as more and more students have become involved with chemicals at an increasingly younger age. School professionals and community groups have worked

to provide prevention programs that make a difference. Many professionals agree that prevention of drug and alcohol use is desirable and important. The way to achieve this has been a topic of great debate, but also an inconsistent one that has yielded few results.

The element of crime is another factor in this complicated equation. Sometimes students become involved in the "business" of drugs. Buying, selling, and distributing is a big problem among students. How can we break the cycle of use and abuse of chemicals? What would it take to eliminate this waste of society's greatest resource, our students?

One concern is that many education professionals have not approached this with a systemic solution, identifying everything that affects chemical abuse. Programs for chemical and alcohol use prevention are enacted in isolation, such as "Just say NO" weeks or activities that deal sporadically with drug and alcohol prevention.

Schools, communities, and families cannot break the cycle and help students develop their spirit, purpose, and potential when

- the educational community and other societal groups view chemical dependency prevention programs in isolation,
- schools have an environment that alienates some students so they feel and become disconnected and isolated,
- the educational community does not assess and evaluate existing programs, and
- personal, social, emotional, and behavioral skill development is not at the heart of chemical dependency prevention programs.

Student Sexuality

Ways to address the issues related to student sexuality have been a cause for debate for decades. Attitudes and opinions vary widely and result in some of the widest polarities generated by any educational topic discussed. Views held by people are generally the result of their life experience, grounded in their life philosophy and wrapped around their personal religious or spiritual beliefs. When these views are so different and compromise is not considered, the difficulty intensifies. Because of the heat this topic generates, all too often school districts and professionals do nothing and ignore the topic. The result is that students don't receive the support, information, and skills needed to stay safe and make sound decisions related to their sexuality and sexual conduct.

I have placed this section under self-destructive behaviors because of the tragic impact this dilemma has on our students as they develop and mature. Regardless of inherent political perspectives on sexuality, students are self-destructing in an epidemic of teen pregnancy in many parts of the country. In addition, sexually transmitted diseases (STDs), human immunodeficiency virus (HIV), and other related issues are usually not discussed openly in schools.

Students need to learn how to handle group pressure, understand personal boundaries, develop a strong sense of self, understand their feelings, communicate, and understand the decision-making process. Too often students are not provided with needed personal, social, emotional, and behavioral skill experiences to learn how to stay safe and make decisions about their sexuality and sexual conduct. Students do not understand the impact their choices will have on their life course. Without the essential skills or knowledge, many students become sexually active because of a desire for popularity; a need to have someone love and accept them; confusing messages from the media, films, and

the Internet; or to rebel against family control. In addition, many students think it's wrong to become sexually active and are unprepared for the intense sexual feelings that are developmentally normal. Because of a fear to discussing these feelings and situations, students deny the desire to become sexually active, leaving themselves unprepared and vulnerable.

Education regarding sexual development and decision making does not cause promiscuous behavior. Many families request and value the opportunity to team with schools to keep students safe. The cost of not being proactive and straightforward is great. To not educate and prepare both genders about one another is shortsighted. To feel embarrassment about our bodies and not be able to discuss information openly is to not appreciate who we are. To not explore what is working in other countries regarding this problem is irresponsible. The result of not addressing this issue in a comprehensive manner is that many children are having children.

Schools, communities, and families cannot break the cycle and help students develop their spirit, purpose, and potential when:

- student sexuality programs are implemented in isolation,
- school environments alienate some students so they feel and become disconnected and isolated,
- educators, families, and communities continue to deny the need for developmental plans for student sexuality education,
- limited input from school and community groups determine a sexuality education program for the majority of students and families,

- the educational community does not assess and evaluate existing programs, and

- personal, social, emotional, and behavioral development is not at the heart of student sexuality education.

Eating Disorders

Researchers project that more than 5 million people in the United States experience eating disorders. On the surface, victims may appear healthy, successful, and confident. On the inside, they suffer from a health risk, fear failure, and lack confidence. The tragedy is that many people with eating disorders are bright and talented but emotionally unable to handle life. This can result in excessive overeating, obesity, or various undereating challenges.

Overeating behavior and some cases of obesity result from using food to feel better in life. On the other hand, people with an undereating disorder use the feeling of control over food to create an illusion of control that is self-destructive.

Many students become unhappy with their appearance or weight, which results in "looks at any cost" behaviors. Some students struggle to control their weight for sports competitions, which results in "winning at any cost" behaviors. The price they may pay later in physical and mental health challenges becomes a sad replacement for the peace and confidence of celebrating their talents and potential.

Students cannot develop their spirit, purpose, and potential when

- the way one looks is more important than the essence of who one is,

- educators, families, and other adults do not teach appropriate ways to feel better and gain control in life,
- the desire to win at all costs overrides doing one's best,
- competition is valued more than cooperation,
- schools don't have a plan for building strong student self-identities, and
- educators do not teach students personal, social, emotional, and behavioral skills to support their development.

Suicide

Suicide remains a tragic problem in society, especially among young people. Many people who commit suicide have mental health problems that are diagnosed but are either untreated or not treated consistently. Others have undetected emotional problems. When a person with an untreated or undetected problem attempts or succeeds at committing suicide, people are often surprised because they are unaware of the desperation and level of unhappiness the person was experiencing. Many people struggle with depression but do not disclose their extreme sadness.

Researchers estimate that more than 8% of adolescents and 2% of children have symptoms of depression. These students are unable to focus on their work and are pessimistic about their future. Most of these students become isolated within the classroom and are discouraged by any feedback that confirms their lack of belief in themselves.

Students cannot develop their spirit, purpose, and potential when

- they do not feel they are important and valued,
- an ongoing process is not in place for communication within the classroom and school,
- competition is the main focus within the classroom,
- there is no program that discusses loss and the permanence of loss,
- there are people involved with children who do not know and see the warning signals for suicide, and
- students are not required to support each other and learn the personal, social, emotional, and behavioral skills so they know how to do so.

Destructive Behaviors Toward Others

Beyond harming themselves, students often engage in behavior that is destructive toward others. When this occurs, everyone moves with a sense of urgency to solve the problem. Most attention of professional educators is directed at such a student because fear intensifies with each incident: fear of someone getting hurt, of liability, of being out of control, and of the problem becoming worse.

My concern in working with students who demonstrate such destructive behaviors is that the professionals who deal with them become and remain reactive and not proactive. If students do not display inappropriate behaviors, schools typically have no plan to prevent such behaviors by supporting students in their development. Instead,

professionals frequently wait for the next problem before doing anything. Then the student gets more attention for the problem than for the solution.

Students cannot develop their spirit, purpose, and potential when

- educators focus on the ways we don't want students to behave,
- personal, social, emotional, and behavioral skill development is viewed as unnecessary,
- students do not learn personal, social, emotional, and behavioral skills that could prevent other destructive incidents, and
- student–teacher and student–student relationships and classroom climate are not assessed and improved.

The following section of this chapter discusses the most common challenges of destructive behavior toward others facing our youth: **school safety, abusive behavior,** and **bullying behavior**.

School Safety

When families send their children to school, they want to know their children are safe. Events in schools that have led to murder and destruction are tragic. Communities want safe schools. Students deserve to be in a safe environment, and families need peace of mind. In order for this to happen, we need to ask these questions:

1. What are the characteristics of a safe school?
2. What needs to change in each school so it has the necessary characteristics?

3. How can the identified changes take place?

4. Which people need to be involved in the change process?

Some communities determine that the answer only includes having a crisis team and installing metal detectors. I have found that an effective crisis plan and team need to be an integral part of the school safety plan. However, by the time any school is involved with a crisis team, there is already a crisis. Schools may be able to decrease or prevent additional incidents at the time, but nothing has been done to stop the cycle of violence. If a crisis plan and team is a school district's first step, the school has not avoided a crisis situation.

Frequently, metal detectors do little to deter weapons in schools. For example, it has been reported that students who want a gun in school send someone into the school building, hand the person a weapon through a window, and then enter the building. Security measures, such as detailed procedures to practice and follow in the event of a problem, are needed. These ideas are an important component of a school safety plan, but security measures and a crisis team are not the only components.

Students report the need to belong in school. Students needing a sense of belonging is a key factor that is usually not considered in developing school safety plans, but is instrumental for successful safety plans. For example, frequently those students who have committed acts of violence within a school are reported to have felt that they did not belong there.

Many students state that they feel excluded through inappropriate interactions with peers and feeling isolated while at school. In schools where isolation exists, students are ripe for victimization. Students complain that the most

difficult place for them can be the classroom because of painful experiences with both other students and teachers. A crisis team and security measures do nothing to address these student concerns.

Schools, communities, and families cannot break the cycle and help students develop their spirit, purpose, and potential when

- they feel disconnected from the schooling process,
- they feel uncomfortable in classrooms,
- student–teacher and student–student relationships are not viewed as a major factor in student safety,
- students see peers as someone to "beat" and not someone to help, and
- students have not learned the personal, social, emotional, and behavioral skills needed to communicate and belong.

Abusive Behavior

Abusive behavior is a centuries-old problem. Throughout history children have been abused and many people acted as if they didn't know or care. Corporal punishment was accepted. Eventually, child advocates began to speak up about child labor and childcare. The standard for acceptable behavior toward children and the laws for what children need and deserve became clearer and stronger. Child welfare departments were established and were usually assigned the job of monitoring child abuse, thus becoming the child and family advocate.

Unfortunately, there are too few welfare workers and too many needy children to give children and families the support they need. Child welfare workers are frequently overworked and cannot attend to each individual child and family in a proactive way.

Children who grow up in an abusive environment do not know how to have relationships that are free of abuse. Those children have no understanding of ways to break the cycle of abuse, in which the abused grows up to become the abuser. What can be done to help children who are being abused? What can be done to break the cycle? What can be done to help families?

Students in every classroom may be children who experienced abuse. It is these children who can learn ways of interacting to break the cycle of abuse. School classrooms can provide a model of a healthy, abuse-free environment.

Students in classrooms interact with peers in ways that may be hurtful unless people teach them a better way. They need to know they can break the abuse cycle. Their families need to receive school and community support for change.

Schools, communities and families cannot break the cycle and help students develop their spirit, purpose, and potential when

- those in authority do not recognize or ignore child abuse warning signs,
- educators do not teach personal, social, emotional, and behavioral skills to all students,
- students do not learn how to have healthy relationships at school,
- the classroom climate is uninviting,

- families do not receive the support and help they need, and

- a comprehensive plan for stopping child abuse and breaking the child abuse cycle is not in place.

Bullying Behavior

Bullying behavior is an age-old problem that is increasing in scope, frequency, and severity. Reported incidents include students from every socioeconomic level, geographic area, age group, culture, and gender. Many victims of bullying behavior are traumatized by constant and vicious verbal attacks that can result in aggressive interactions. Frequently, bullied students fear to report the dark reality of these horrifying experiences.

All too often students who take a risk to report bullying are told to ignore and stay away from the bully. If this solution works, the bully will redirect bullying behavior to other students. In many cases this solution is not sufficient to solve the immediate problem, and it does nothing to address the underlying causes of bullying and victimizing behaviors.

The challenge is even greater when events occur away from school grounds. In such cases, the school does not have jurisdiction over student behavior and may hesitate to ask for family and community assistance. The political dynamic that can exist between the school, home, and community may become difficult to navigate, especially if there are damaged relationships prior to these events.

Bullies have difficulty knowing how to belong and gain acceptance within schools and in other groups. Desiring attention and power at any cost and frequent anger directed toward others create fertile psychological ground for bullying behavior. Many students who demonstrate bullying

behavior have a low self-concept and perceive themselves as "not acceptable to belong." Many bullies have been abused themselves or see abusive behavior as a daily way of life.

Belonging is an innate need of everyone, and finding ways to fulfill that need is essential. Students need personal, social, emotional, and behavioral skills to know how to change their behavior patterns and interact constructively.

Are strategies in place to help students who are angry and demonstrate bullying behavior? Are strategies in place to help students empower themselves when they find themselves in bullying situations? Do we wait until there is a problem before taking action? Is punishment the solution? Can society handle the increase of violence that results from bullying within schools, homes, and communities?

Schools, communities and families cannot stop the cycle and help students develop their spirit, purpose, and potential when

- students feel disconnected from the schooling process,
- students feel uncomfortable in classrooms,
- student–teacher and student–student relationships are not viewed as a major factor in bullying,
- students see peers as someone to "beat" and not someone to help,
- students do not have the personal, social, emotional, and behavioral skills needed to communicate and belong,

- those in authority do not know how to respond to or ignore child abuse warning signs,
- students do not learn how to have healthy relationships at school,
- the classroom climate is uninviting,
- families do not receive the support and help they need, and
- a comprehensive plan for stopping and breaking the cycle of destructive behaviors is not in place.

Challenges for the Global Community

The United States and the world community are experiencing an increased risk of global terrorism and other trauma. Today's world, more than ever, requires educational communities and professionals to assess what educators teach in schools and classrooms. What are the skills, which seem so insignificant before a tragedy, that become key for individuals and a country once a traumatic incident occurs? What does it take for them to move on in a responsible and grounded manner? What do people need to know and be able to do in this new international environment? How can people best learn how to handle trauma, stress, and change? How can society impart an appropriate and healthy respect for those who are different? What do the United States and other countries do to preserve the very liberties that make them strong? Is it just "might" that will sustain nations in this new reality? Or is a balanced approach needed that includes teaching people how to have healthy relationships on personal, professional, and global levels?

These questions are foremost in many minds. Our responses will determine whether we resolve the challenges

or become victims to them. Schools and classrooms can help develop skills that help us. Or, schools and classrooms may be ineffective at developing skills that support our spirit, purpose, and potential.

Students cannot develop their spirit, purpose, and potential when

- a program that discusses loss and trauma is not in place,
- educators do not teach students the personal, social, emotional, and behavioral skills so they know how to support self and others, communicate and belong, especially in challenging times,
- people accept judgmental behaviors that separate and condone behaviors that are destructive,
- people accept hurtful acts of intolerance to avoid change or questioning their behavior,
- classrooms are not life labs that develop a frame of reference needed to function in life in a healthy and appropriate way.

The Challenge for Education

From the beginning of this book, I have discussed many challenges critical to today's students and society's future. Each is too important to leave the solutions to chance. The state of education can be improved. It is time to assess and create changes that develop people's spirit, purpose, and potential. The plan needs to incorporate essential elements for success in today's world.

SECTION TWO

ESSENTIAL ELEMENTS FOR CONSIDERATION

Chapter 4

Discovering Life Success

People want to succeed, but there are many personal definitions for success. One goal of the educational system is to help students define for themselves what success means for them. This chapter will discuss qualities students need to make that determination.

To be successful, people need to know how to and have a strong sense of self, healthy personal qualities, and key skills. Let's investigate the role these elements play in success.

Self-Concept Development

A person's self-concept develops daily through personal experiences. From infancy to adulthood, people accumulate the messages they receive through their experiences. What they learn about themselves through that process becomes their self-concept. Self-concept has different dimensions within a person. For example, people may see themselves as a friend, learner, spouse, and so on. Self-concept develops over time. It is learned and affects the way people act, respond, and perceive themselves and others.

The self-concept a person develops becomes this guiding light and shines to show him and others the way he sees himself. People respond to situations based on the way they view themselves. If a person believes himself to be incapable, he will not attempt what he believes he cannot accomplish.

People can learn a positive way of perceiving themselves. With encouragement, experiences, and positive feedback, people can change what they've learned. These experiences take time and are increasingly difficult to change the older people get. They'll need more new experiences in order to learn new positive self-beliefs.

Problems occur when people confuse the worth of individuals with their behavior. People choose their behavior. They are responsible for their behavior and for the consequences of their behavior. **People do not choose their worth because all people have worth.** All people have worth because everyone is unique, different, special, and important, possessing spirit and purpose. The very fact of being human bestows worthiness upon every individual.

All people need to realize they have worth and importance. People have different ways of applying talents. This is the reason people may view success differently. All people can achieve more when contributing in *their* best way.

It is important that educators view everyone as important, capable, able, and unique. Equally important is the need to separate the behavior of people from their worth. If individuals acknowledge the worth of people and address specific behavior that they appreciate or do not appreciate, then they can work with people in a respectful way. They can build experiences with people that can affect the way people see themselves. They can remember that people are unique and special unconditionally. This is the **truth** about all people even if those people don't like it or believe it.

People do not want to work to improve, change, or grow in spirit and purpose if they do not understand their worth and the important role they play in life. A negative self-concept holds people back because they see themselves as worthless or all seems hopeless. For example, when I personally clean out my garage and closet and earmark goods to give

to a charity group, I do not spend much time getting those goods up to a high standard because I've already determined they have no value to me. If I plan to keep something, I take more care to repair it and keep it in exceptional condition. If it's something I treasure, I protect the item and give it special treatment to preserve it for years. In the same way, if people believe they have no value, they will not invest the time and energy to help themselves become the best they can be.

All people need to treat themselves and others as treasures. They need to understand that they are worth working for, growing for, and developing their spirit and purpose for. Education professionals need to treat everyone this way and insist that all students learn this important fact. Problems arise when adults and students realize they are not perfect. They make an error in behavior and allow that mistake to determine that they are "bad" and "unworthy" because they made a hurtful decision. If they don't learn from such choices and see themselves as bad, their self-perception can prevent them from becoming successful.

The Self-Concept Series

I've developed a self-concept process to teach people, especially students, how to separate the truth of their worth from their behavior, while also holding them accountable for their choices. This process is called the **self-concept series**. This series is comprised of the truths and skills people need to learn and develop in order to have positive self-concepts. The three steps of the self-concept series are as follows:

1. **Truth and Unconditional Acceptance:** People are special and valuable because they are unique and different from each other. People are special and valuable regardless of what they think, feel, say, or do.

2. **Behavior:** Because people are special and unique, they have a responsibility to help and not hurt themselves or others. People show they are remembering that they are important by the way they choose to act. If people choose to hurt themselves or others, they are forgetting that they are special. Likewise, if people choose to help themselves or others, they are remembering that they are special. When people help themselves, they are also helping other people by modeling positive self-concept and creating positive results.

3. **Accountability:** People are responsible for watching their actions to determine if they are remembering the **truth** that they are special. People are "with" themselves at all times and are accountable to remember to treat themselves and others as important people.

Using the Self-Concept Series with Students

This section illustrates how the **self-concept series** is taught and integrated with students. Discuss with students the three steps of the self-concept series as explained above. Select one step or all three to discuss dependent on the students' age. State all three steps, even when you are focused on one, so that students hear the relationship between the three steps. For example, when educators are teaching Step 1 to students, they still mention Steps 2 and 3 so students begin to put the three concepts together.

After teaching the self-concept steps, incorporate the steps into your classroom activities. Daily, ask students to repeat the steps. Elicit the steps from them so you are confident they know and are beginning to remember the self-concept series. A classroom poster of the three steps may be helpful.

The greater the number of adults and students who use, understand, and believe this self-concept process, the greater the opportunities. Students can incorporate the information and experiences into their knowledge base and understanding of self-concept. This helps students learn from their mistakes and build a strong sense of self and other awareness, all while developing their spirit, purpose and potential.

The **self-concept series weave** is based on the self-concept series and relates and integrates series concepts with students. The series concepts are taught, reviewed, and woven throughout daily experiences with students and other people by relating the three series steps to events as they happen. This becomes a tapestry of connected examples and experiences that relate to students' life experiences, allowing them to learn from their experiences. Students learn that they are worth working for, can change and grow, and are responsible for and capable of making needed adjustments.

To give an example of how to use these principles, educators would eliminate the use of the words "good" and "bad" in interactions with students and replace them with the words **"help"** and **"hurt."** This guards against possible confusion over educators' beliefs about students' worth. Instead of telling students a choice was a "good" choice, tell students a choice was **"helpful."** In this way, students can gain a clearer picture of the separation between their unconditional worth and their behavior. This clearer picture of the truth of self can build self-concept.

After the core self-concept series beliefs are taught and processed, students experience the "woven intertwine" of these concepts related to life happenings as they occur. The weaving process used with students brings these three concepts in the self-concept series alive for the students.

For example, when a student talks about something that she enjoys, such as music, she is talking about a personal characteristic that is one of many. That characteristic does not make the students special, but is one characteristic the student possesses that is special and unique to her personal set of characteristics. Explaining to the student that her love of music is one thing special about her is an example of a weave of Step 1, Truth and Unconditional Acceptance, of the self-concept series.

In addition, when a student demonstrates a helpful behavior choice, such as coming to school on time, the teacher explains to the student that he is showing he remembers his worth by helping himself and the group by his choice of being on time. This is an example of a weave of Step 2, Behavior. When teachers explain to the students that they know the students are responsible enough to come on time and they notice the students are being responsible, that is an example of a weave of Step 3, Accountability.

The **self-concept series weave** process needs to be implemented in a consistent manner, becoming the heart of the interaction and experiences in the classroom and school. This entire procedure continues throughout the students' school experiences.

Impact of Interactions

We all affect self-concept through the way we interact with people. Day-to-day interactions send messages about what we believe about each person. The **self-concept series and weave** help send messages that are conscious and intentional. We communicate what we believe and what we want people to learn. These interactions, experiences, and messages become students' self-concept and the basis for their self-perception. This is the picture and belief that guides them in their decisions and vision of possibilities. What you send is what students learn.

If an educator tell students, "It's bad for you not to complete your work. You should complete your work," he may be making a true statement. However, he has taught students very little in this interaction. In fact, if students do not get work completed, in their mind they hear, "I am bad if I don't complete my work." If this becomes a pattern of communication, the message becomes, "I am 'bad' if I do not do what I am told." This may be what some educators believe but it is not correct and becomes an obstacle for positive self-concept development. In the above example, the educator used this interaction to manipulate and control, not to teach and empower.

Instead, an educator could say to students, "You are important and capable of learning. You show you are remembering you are valuable and important when you help yourself and others by completing your work. Since you are responsible for your work, explain things you can do to get it done. Tell me things you need to know in order to help yourself. Others are counting on you to do your part and they deserve your contribution." With these statements, the importance of completing work is clear. The educator has separated students' worth from their behavior. The educator holds them responsible for their choices. She is teaching and empowering students through this interaction.

Characteristics of Healthy People

What does it mean to be a healthy person? Studies and research across disciplines have developed a general definition of "healthy." In general terms, people are healthy when they are "well" and able to function emotionally, physically, intellectually, and socially. When people can function, they incorporate their unique qualities into their lives in a way that is constructive for themselves and others. They have a greater understanding of their spirit, purpose, and potential. Many people may incorporate this understanding into a

personal philosophy that includes a spiritual dimension. They have a strong sense of who they are and where they are going.

This healthiness includes a strong sense of self-awareness and communication. Self-awareness involves understanding one's own beliefs, emotions, abilities for relationships, and abilities for learning. This information is fundamental to self-understanding. One component of self awareness is knowing how to be a person of character who can be trusted, has integrity, can be counted on, and is loyal. For example, when a person becomes self aware of his strengths and weaknesses, he understands the degree to which he demonstrates trust and other character traits. Those traits are a part of his personal characteristics and determine his character.

Awareness of others involves understanding others' beliefs, emotions, abilities for relationships, and abilities for learning. Other awareness is an important characteristic because people need to understand the impact they have on others in order to make helpful behavior choices. I cannot treat others with respect unless I understand how I interact and communicate with others. Do I interact as an equal or do I interact in a way to manipulate and control? Most people who are "healthy" understand themselves and others in a way that allows for equal, respectful relationships in all life areas.

In addition to self-awareness and other awareness, successful people can control themselves. They understand their boundaries and how to maintain balance. Self-control does not mean always liking what happens, but handling what happens in a constructive way, learning from the ups and downs of life and staying grounded, handling what comes, and creating opportunities as a result.

Most successful people can make decisions, solve problems, and are responsible for the outcome of their choices. The

decision-making and problem-solving process empowers people for success because each choice is seen as an opportunity to learn. Experiencing the results of their choices provides more insight into the best way to respond to future challenges. Successful people work hard to make ethical choices, admit mistakes, and understand how to explain their way to solutions in a diplomatic, clear, and tactful way.

Teamwork is one way to get more done. The ability to work with people is a core characteristic of people who are successful. Successful people usually understand how to be a team player, respect group decisions, provide group leadership, and integrate the talents of all into the best result. Networking within and between groups is possible because of an understanding of the way groups function and the mutual respect needed for group dynamics to work.

Most successful people are lifelong learners. They do their best and apply themselves to develop talents in an area based on their ability. Successful people are generally happy, productive, and work to be at peace with themselves. They continue to develop their spirit, purpose, and potential.

Skills Needed for Success

How do we become healthy people? Is it possible? My experience is that all people can become successful if they have the skills such as self-awareness, other awareness, self-control, decision making/problem solving, and group cooperation. When I plan to go on a trip, I make a list and prepare for the journey. Sometimes I overplan if I know something I may need is critical to have on hand or I know it may be difficult to get where I'm going.

If we want students to learn these essential skills, we need to provide experiences for them so they can develop these success characteristics. This development is too important to leave to chance.

Educators can help students before they begin floundering unnecessarily. Students need to be aware of what they know and understand how to learn the rest. Students deserve a proactive approach for learning skills they need for success.

Additional information about specific skills and solutions is addressed in Sections Three and Four of this book. Life is a very important journey. If students learn the skills needed for success to occur, they can succeed.

Chapter 5

Uncovering The Hidden Curriculum

Personal, Social, Emotional, and Behavioral Skills

We have explored the essential elements needed to discover life success. What role do personal, social, emotional, and behavioral skills play in this process? Are they an extra or are these skills on the "critical" list? Can students succeed without personal, social, emotional, and behavioral skills? Let's begin by exploring these skills' meaning.

Personal skills involve knowing, understanding, interpreting, and using self and other awareness information in life opportunities and challenges. This includes an awareness of personal characteristics of self and others. For example, people who understand their strengths and weakness are better able to complete an assignment successfully because they know when to ask for help and when to use other information they know. They know that others learn differently from them because people are all unique and different. Personal skills help people view themselves and others with mutual respect.

Social skills involve knowing, understanding, interpreting, and using appropriate behavioral skills in different situations with others. For example, when there is disagreement between friends, they interact with each other in a socially appropriate way to resolve their problem.

Social skills involve understanding rules, guidelines, and responsibilities as they relate to other people and different situations. People with effective social skills demonstrate mutual respect for choices made.

Emotional skills include knowing, identifying, understanding, interpreting, and using appropriate feelings. People help themselves when they can identify feelings they have and determine if they want to keep that feeling or choose a different one. For example, when people are anxious because of an assignment, they can make a different feeling choice, such as confidence to help them complete the assignment to the best of their ability.

Emotional skills help people learn how to relate appropriate feelings and attitudes to themselves and others in different situations. People learn to identify feelings in others and learn ways of asking if they are correct.

Behavioral skills involve knowing how to act in a helpful way. This includes knowing how to establish and act within appropriate personal boundaries. For example, people need to know how to behave in different situations, such as at a sporting event versus in a classroom. When people know how to judge which behaviors are appropriate in different situations and follow through on those behaviors, they help themselves and others.

Also, understanding how to make decisions, solve problems, and assume responsibility for consequences resulting from a choice are behavioral skills. Daily, people make hundreds of decisions, solve problems and live with the consequences of their choices. A decision about asking for help on an academic assignment, solving problems presented with friends, or assuming the consequences for choices made about an assignment can make all the difference between success or failure. For example, when a student chooses to

ask for help about an assignment, he gains understanding that results in increased learning and a plan for completing the assignment.

Personal, social, emotional, and behavioral skills are essential elements for success in today's world. They are the only constant in every situation. No matter what people are doing, personal, social, emotional, and behavioral skills are constantly affecting their results and success. Therefore, the "total" student is or is not functioning depending on which personal, social, emotional, and behavioral skills are being used by the student at that time.

These skills also affect the development of student spirit, purpose, and potential. For example, when students gain greater self-awareness, develop an understanding of others, are in tune with their emotions, and know to act in helpful ways, they become clearer about their potential and life purpose. Students have a greater understanding of who they are and where they are going. They can evolve to become more conscious of their spirit.

Students need personal, social, emotional, and behavioral skills no matter the subject or content of their studies. Whether an educator is teaching reading, math, social studies, music, art, or science, a student's grasp of these skills determines the success of the lesson. Central to the learning process is the way students

- see themselves as learners,
- perceive themselves as capable,
- communicate their feelings and understanding of the subject,
- explain and receive additional information from others,

- control themselves,
- make choices, and
- solve problems related to the subject and communicate their understanding and work within the classroom group.

Some educators and parents view personal, social, emotional, and behavioral skill development and instruction as an unnecessary focus within the classrooms. This may be the result of a traditional approach to learning that views these skills as the "hidden curriculum."

The traditional approach to learning views all instruction that is not strictly academic, such as reading or mathematics, as unnecessary. The hidden curriculum in this case are those personal, social, emotional, and behavioral skills that still occur in the classroom, but have not been specifically identified or defined. The hidden curriculum impacts the quality of learning students experience. Until the hidden curriculum becomes identified and defined, those skills cannot be addressed in a productive way that supports learning.

For example, if traveling by car, it would be the same as attempting to start a trip without all four wheels. The success of students' learning experiences is determined by students' personal, social, emotional, and behavioral skills combined with their academic skills. The combined presence of these skills is a constant requirement for success.

In my experience, as supported by some psychologists and other professionals, approximately 80% of life success is determined by the personal, social, emotional, and behavioral skills people possess. Approximately 20% of life success is determined by academic skills. I've found that students cannot learn if skills are not developed in the personal, social, emotional, and behavioral areas. For

example, students who have a difficult time identifying their strengths and ways to handle weaknesses, communicating their feelings in difficult situations, interacting with others to receive learning support, and maintaining self-control when there is a learning difficulty have a difficult time developing their academic potential. In most cases, students can soar and master academics to the best of their ability if personal, social, emotional, and behavioral skills are identified and learned developmentally.

There are a variety of reasons why these skills are not identified, taught, and included in some classrooms. I'll discuss six main ones.

First, some people do not have a clear picture of how to teach these skills and what to include. Educators may not feel prepared and are unwilling to attempt something with students when they are not confident of the results. For example, an educator who does not know effective communication skills may not be willing to learn and teach skills such as feeling reflection and developing a feeling vocabulary. Even if those skills are essential for students to learn, the educator may not teach the skill and show students ways of applying the skill in the day-to-day operations of the classroom.

Second, when I speak to educators, I find that they know students are not able to learn if the personal, social, emotional, and behavioral skills are missing or developmentally inappropriate. Teachers feel the desire to include a systematic plan to address these skills, but some get overwhelmed by increased paperwork and administrative requirements. They're fearful of not "getting their students on track with testing and the academic." Some teachers are not willing to risk a different approach to learning even though they are not seeing desired student results.

Third, some educators fear dealing with students' emotions. Educators, as do all people, have their own personal, social, emotional, and behavioral issues. If some have not learned how to handle and develop their skills in these areas, they may be uncomfortable and unable to incorporate these skills into the classroom, regardless of the high price students pay for their omission.

Fourth, educators may have a difficult time assessing these skills. Many students seem fine on the surface, and thus educators may see the need to teach academics. The appearance that all is fine, plus the great number of curriculum demands, may make it easier for educators to want to continue without incorporating student personal, social, emotional, and behavioral skills instruction and experiences. It is through "higher-ordered" thinking and the application of information into different environments that the lack of these student skills becomes apparent. If classrooms aren't structured in a way to make this basic need apparent, educators are prone not to include them.

Fifth, some school administrators do not make this skill development a primary focus, even though most understand the importance of these skills for all students. They may view these as soft skills, not part of the core curriculum. As a result, they do not ask that they become a part of all classrooms. Educators need the opportunity to learn about these skills and the impact they have on teaching the total student. This means expecting total student instruction by all educators. Also, it is helpful for school administrators to require staff personal and professional growth plans, to plan staff growth experiences, and to add or redirect existing staff to support student success.

Sixth, some school administrators do not feel comfortable including such skills in the classroom, have the training for this type of instruction, or understand ways to positively communicate this information to families and the community.

Teaching these skills helps support families, assists them in teaching their children to become contributing citizens, and doesn't impose or determine values for students. Communities want citizens who conduct themselves ethically and legally. Such characteristics result from teaching personal, social, emotional, and behavioral skills. When administrators know ways to communicate this comfortably and effectively, they can discuss the importance of including personal, social, emotional, and behavioral skills in classroom instruction, instead of avoiding this discussion due to possible conflicts in the community.

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Chapter 6

Strategies to Promote Academic Success

Schools exist to help students learn and succeed academically to the best of their ability. People expect the majority of students to know how to read, write, calculate, think, and apply knowledge when they complete their education.

This chapter discusses the ways that student academic success needs to look in order for students to learn to the best of their ability. Students need to be able to demonstrate self and other awareness and relate it to learning. In order to succeed, most students need to learn *how* they learn in addition to being capable of learning information. The following are a few of the ways academic success would look for the majority of students.

Multiple Intelligence Understanding

Students demonstrate their intelligence in many ways. Multiple intelligence is a plural view of intelligence based on the ability of a person to problem solve and produce in one or more of the identified intelligences—body–kinesthetic, interpersonal, intrapersonal, linguistic, logical–mathematical, musical, spatial, and nature.

Students who are successful academically need to understand which intelligences are their strengths and then relate this understanding to multiple ways of being, learning, and knowing. For example, when students identify their intelligences, they can determine many ways they learn,

comprehend information, and understand themselves. Students learn differently. Educators want to provide students with experiences to identify their strengths and provide students with opportunities to grow in all areas. Each individual student will not excel in the same way. Intelligence goes beyond IQ. Students who are successful academically understand this. They do not expect their learning strengths to look like everyone else's.

For example, students who have a learning strength in the interpersonal area may have a greater ability to understand others. These students can provide leadership through interpersonal relationships in the classroom and support other students who are not as strong in this area. Classroom experiences may prepare them and expand possible career options that rely on strong interpersonal skills. These students may be able to help others learn more about ways to be effective interpersonally.

Higher Ordered Thinking

Students who can think independently and relate information to the existing body of information and understanding are using higher-ordered thinking skills. Students who can comprehend, apply, synthesize, analyze, and evaluate information are demonstrating higher-ordered thinking. Most students can learn to use higher-ordered thinking through instruction, experiences, and practice.

Students who are successful academically need to be able to use higher-ordered thinking skills to function in cooperative learning groups and in small groups of two or three, as well as when they are working independently. In effective learning environments, most students are able to think creatively in ways that move beyond just memorization of facts.

For example, students may memorize and even understand scientific information about the way the body benefits from

proper nutrition. But it is the way students learn to apply that information to their diet, to synthesize the nutritional information into a framework that creates a healthier lifestyle, to analyze the progress made by using their framework, to evaluate needed changes, and to maintain their nutrition plan that will make a difference in students' lives. Each step of the way, students need to work with others cooperatively in order to discover the best nutrition plan and maintenance approach available.

Learning Styles

People have different ways of learning and understanding information. It is important that students identify the ways they learn because an understanding of learning styles supports student academic success. Students can learn to recognize how they "take in" information—auditory, visual, kinesthetic, or a combination. Students can also learn to identify their thinking and processing styles—random or sequential, concrete or abstract.

For example, if a student is a strong visual learner who best processes information in a concrete way, that student usually will experience greater learning gains if they see the information on a chart, graphic, or other visual aid and it is then explained in a very clear, concrete way.

As a result of understanding their learning styles, students do not interpret learning challenges as indicators of ability but as channels that need to be changed to a different learning frequency. Once students learn to "change their learning channels" to the style that supports their learning, they can make greater learning gains.

Brain Research

Brain research indicates that individuals use their "whole brain" in order to learn. Each part of the brain works together with an information trail that affects learning. Most students would benefit from an understanding of how learning works in the brain and how all learning and affective information is interpreted through brain function. Emotions and feelings are intermingled within the learning process. Therefore, people will believe information they are learning after they feel that the information is true. For example, students need to feel that the learned mathematics skill is relevant and important before they *know* what they know. Then, students can believe the mathematics skill they have learned. The brain provides the feeling of knowing the skill in the learning process.

Thinking and learning are affected by proper nutrition. Information about brain chemistry and diet that affects brain function is also important to discuss with students.

Student self-awareness supports the use of learning strategies that can be used to maximize learning in different situations. Students who are successful academically are able to determine "brain-based" strategies that work to support learning. For example, students who are aware of the critical learning–emotions connection can communicate if they feel uncomfortable or lack confidence. Such students understand their emotions need addressed so they can learn their best. Students who are successful academically are involved in learning by giving input and feedback and work with educators during this learning process. Students need to be active participants in their learning.

Cognitive Skills

Cognitive skills have been the traditional barometer for academic success. Educators expect and want their students to master content information and demonstrate competence in various subject areas. Students are required to use this content knowledge throughout their lifetimes. Self-awareness is essential for students to clearly understand their strengths, weaknesses, and motivation to learn in this area. They need to also understand how their perceptions of their skills and their attitudes about subjects affect learning.

Students' perceptions of their skills in various subject areas filter the way they see their abilities. The result is that many students quit when learning a subject because they believe they are not smart enough to learn the information. Some students may not even attempt to begin for fear of failure. Students' perceptions of their learning becomes the reality of what is learned. For example, if students perceive themselves as unable to learn math, they may not even begin a math assignment or quit when math becomes difficult.

Students' attitudes affect academic success. When students prejudge their ability to achieve, they bring those thoughts and attitudes with them into the classroom. Every academic challenge becomes a validation that "I can't do this" instead of "I knew I could learn this if I kept working at it." Until students remove the barriers created by their perceptions and attitudes toward learning, educators will have a difficult time determining which students have real learning challenges.

Students who demonstrate an understanding of facts need to know how to access information resources. Lifelong learning depends on staying up-to-date on information and knowing where to find information. Students who are academic successes understand the importance of having basic skills in multiple subject areas, and they understand

how to access information resources in order to stay current. They also possess self-awareness of their strengths, weaknesses, attitudes, motivation, and perceptions that affect cognitive skill growth.

Self-Assessment for Growth

Academic success requires the ability to recognize such success. Frequently students do not know how to judge whether they are successful. At times, they do not know when they are making progress or maintaining a stagnant position. Unfortunately, students may assess their success against their small group instead of reaching to discover their own limits. This motivation to "stretch" academically is critical for academic success.

Academically successful students assess themselves and have a growth plan for the present and future. They are motivated, independent thinkers. They understand their learning strengths and weaknesses and develop a true love of learning. They become lifelong learners.

Collaborative Endeavor

Learning cannot occur in a vacuum. Academic success requires a collaborative effort among students and a sharing of concepts, opinions, and facts in different subject areas. This "meeting of the minds" through communication, review of information, and peer teaching strengthens students' understanding and demonstrates the collaborative nature of the teaching and learning process. There is a responsibility for all students to contribute from their strengths, express areas of difficulty, and work with one another to reach a rich level of understanding. Students need to understand that they play an important part on the team.

Networking helps people keep up with the expanding pace of new information. That pace will only increase over time.

No one person can stay current without working cooperatively. Also, more projects within education, business, and industry require teamwork to complete. The effectiveness of a team and the success of a project occur when each person assumes her responsibilities. Students who understand how to work cooperatively, collaboratively, and responsibly on a team demonstrate skills needed for academic success.

Students Who Achieve Academic Success

- possess an understanding of self and other awareness skills that relate to the teaching and learning process,
- understand the impact of multiple intelligence on their learning and their strengths; there is more to being "smart academically" than an IQ or test score,
- think "outside the box" using higher-ordered thinking,
- understand and assess personal learning styles (auditory, visual, kinesthetic, or a combination of the styles),
- understand and assess personal thinking and processing styles (random or sequential; concrete or abstract),
- interpret the application of brain research on increasing and maximizing learning,
- understand their cognitive skills and talents in a context of lifelong learning,

- assess themselves and have a growth plan for success,
- possess group interaction skills and value collaborative, cooperative, and responsible learning teams, and
- possess the personal, social, emotional, and behavioral skills needed for academic success.

Chapter 7

Ways People Learn and Change

There are volumes of books about learning and many researchers who study ways people learn across the life span. A number of common ideas appear within their accumulated information. This chapter briefly discusses a few common ideas about learning that are central to considering educational change.

Experience

Students learn best by doing and experiencing. Students need to be exposed to situations *and* facts. They need to explore and interpret information, learn it, and apply it. Before people really own information, it needs to become a part of them. They experience it, apply it, and own it. The "experience" of knowing is very powerful. What someone experiences determines what he learns. This goes beyond memorizing information. It involves exploring, interpreting, observing, analyzing, synthesizing, and evaluating information. In addition, the process includes what people feel about the information experience and how they feel about themselves in the process.

Therefore, when students are to learn something, they need experience. If teachers only provide them with facts, they fail to give students the information needed for life's challenges. For example, society wants to teach students to say "no" to drugs. Educators need to examine the information and experiences students need in order for them to decide not to take drugs. Students do not need to experience "doing drugs" to learn not to do drugs. Through learning experiences schools and parents can begin to teach

students what they need to know so they're able to say "no" to drugs. Through activity experiences, such as decision-making and problem-solving role-playing that is practiced and applied to life, students can learn to make helpful choices about and learn the consequences of drug use. They can learn to see themselves as people with possibilities. Students can learn how to refuse drug use and maintain healthy peer relationships. This also requires the development of the personal, social, emotional, and behavioral skills talked about extensively earlier in this book.

Awareness

Through experience, students become more aware of themselves, develop perceptions of themselves, and become open to new concepts. This personal awareness of new possibilities are essential in the learning process. Students become engaged in the process once they understand their possibilities. They can test those possibilities and ideas through their experiences.

For example, students who perceive themselves as having talent in mathematics become engaged by the challenges math problems provide. Then they can use and experience new mathematics information. Likewise, if students perceive themselves as unable to master mathematics, experiences and increased awareness can help them change their perception and aid in learning.

The more students experience, the greater their awareness, and the more they are intrinsically motivated to learn. The desire to learn is increased when students understand how information and experience enhances life skills. For example, when students are shown that learning to read helps them with different life situations, such as being protected from dishonest contracts or having an improved possibility of landing a desired job, their awareness of the benefits of reading enhances the desire to learn how. Students feel that what they are learning has value.

This is an ongoing process of connecting experiences with awareness to promote learning. Students become aware of important skills through this process. It helps students begin their paths toward maturity.

Skills

The need to learn both cognitive and affective skills becomes clear when learning experiences reveal the benefit of knowing affective skills. Affective skills are defined as the broad range of skill development in the affective domain that include personal, social, emotional, and behavioral development and skills. When students understand that they cannot complete the next step of a task without all the information, the reason to learn is related and clarified. For example, when students request an age-appropriate privilege, such as helping other students with an extra group project, they will not be able to handle the situation unless they know ways to apply self-control skills learned in one of many guidance curriculum lessons that build skills in self-control. Students need to know ways of controlling themselves so that they can work constructively in the group and successfully complete the project. Students understand the importance of learning and demonstrating this skill so they can move to the next step of earning more personal freedom. They are generally willing to work to learn the skills needed to be successful if the reason to learn the skills has been clarified.

Educators often do a great job of identifying cognitive skills that are accepted requirements in the curriculum, but the personal, social, emotional, and behavioral skills discussed in Chapters 4, 5, and 6 also need to be included in the discussion of skill requirements. These skills are not "extras" but form a vital foundation as explained earlier. Student experiences in the personal, social, emotional, and behavioral areas increase awareness and thus, the motivation to learn. Teaching skills in self-awareness, awareness

of others, self-control, decision making and problem solving, and group cooperation need to have a high priority within the curriculum. Scheduling classroom learning time to reflect this is important because of the impact these skills have on total student success.

In summary, both cognitive and affective skills are needed for developing spirit, purpose, and potential. Students need to learn information from all academic areas to the best of their ability. In order for this to happen, students need to have a deep understanding of who they are, what they can do to contribute to themselves and society, and the qualities they are able to develop to become all they can be.

Practice

Practice is crucial once students (a) have experiences that increase awareness and (b) learn skills to build upon. Students need opportunities to make errors, to learn how to make adjustments, and to continue to apply skills. For example, students may become discouraged when they start an argument because they did not express their anger in a helpful way and ended up "in trouble." If students keep practicing the appropriate skills to help with this challenge through self-awareness and self-control activities, they will improve over time. The opportunity to learn this skill is a gift because it may keep the students safe in life situations. This process makes a difference in what students learn. In this process, problems are seen as opportunities and mistakes are often gifts.

When students learn to adjust and apply information and experiences, they become stronger, more confident, and are able to apply skills in other academic and life situations. The only way this can happen is by building practice into the day-to-day approach with students. Students who observe teachers and other adults modeling this attitude toward practice and learning benefit greatly. Also, when students

practice a skill, it is important to give them feedback to let them know they are improving and are not expected to be "perfect." This attitude toward practice supports students and helps them learn creative applications of cognitive and affective skills. For example, when students are learning a mathematics skill, they would have the confidence to risk making a mistake and apply the mathematics skill when they go shopping. Even though the skill was not related to shopping during the lesson, the students creatively apply the mathematics information learned.

Patience to Support the Process

Experience, awareness, skills, and practice are ongoing processes (Figure 7.1) that are important for students to continue and maintain. Students need the support of patient adults so they can learn from each experience, have increased awareness, develop skills, and practice skill application on an ongoing basis. Problems occur when adults are inconsistent with verbal and nonverbal feedback messages they send students if they become frustrated or discouraged with the rate of students' progress. For example, if the adults roll their eyes and state that a student may never get the skill correct when a student has had repeated difficulties learning a skill, the adult has unintentionally stopped the learning process.

Figure 7.1 Increased Awareness Process

Having the patience to maintain a positive stance and optimistic view of students at various developmental levels is important and at times difficult. Adults assume students are not learning if they don't master a skill immediately. But as long as students are being supported in the learning process, they *are* learning. Another concern is the skill level of the adults who are part of the process. Many were not taught personal, social, emotional, and behavioral skills, and thus are not comfortable teaching and applying skills in these areas. Some people have confidence to teach these skills but are not prepared to do so effectively.

One approach, supportive of all, is to have an education specialist—such as a school counselor who understands both cognitive and affective skills, curriculum, and learning—provide leadership by visiting the classroom and teaching affective skill curriculum. Many educators benefit when they can learn these skills with students in the classroom and follow up to support themselves and their students after the skill experience. This approach takes time but is the easiest way for educators to learn and practice these skills with long-term results.

Once educators learn these skills with students, they become engaged in learning to apply such skills with students. This daily practice and application results in more effective teaching for years to come.

The Change Process

Because students need to learn necessary information, educators need to assess whether they are providing instruction in a way that allows students to learn that information. The ability to change becomes essential when students are not learning. Change needs to occur in teaching methods so that students *can* learn. For example, if students are learning a series of mathematics skills and progress is slower than expected, finding a different way of presenting the

information enhances the learning process and is in the best interest of the students. This is true for both affective and cognitive learning.

In order to implement effective change, educators need to have an understanding of what is needed for learning to occur. An assessment needs to be done to identify and prioritize those affective and cognitive skills that need to be included to support learning. For example, positive attitudes and self-control skills may be identified as necessary for student success. If they aren't present in the curriculum, changes need to be made to support teaching these traits and to provide practice and experiences to learn them.

Some of the areas identified for change may be easy and accomplished quickly. Other areas may be more complex and involve more or all people within a school or school district. In most cases, in my experience working with schools, I've found that the best way to support long-lasting and systemic change is with a slow, intentional, and systematic plan to implement what is needed.

If changes are made too quickly, learning will be hampered because of emotional overload. If a change process is implemented too slowly, educators lack the momentum to carry out the plan. Witness the many "bandwagons" of change that come along. People get enthusiastic at first and then either burn out or lose steam.

Often, people fear they cannot succeed and sabotage the effort. In these cases, nothing happens in the long run and people continue to teach and interact with students in the same ways. This is especially the case for areas within the affective domain because many people do not know the content or understand the learning process for these skills.

The point to remember is that by realizing needed change and addressing those areas, in addition to establishing a

plan for change, great growth occurs and schools can thrive and support student success. Without a conscious, constructive, intentional process to impact people, students, and programs, momentum dies and stops the growth and change process. This results in difficulties for students because they need learning experiences that prepare them for today's challenges and life requirements. We can get positive results with a conscious, constructive, and intentional plan and process for change.

The Constant in All Is the Affective Base

One point to reiterate is that personal, social, emotional, and behavioral skills are important in both the learning process and the change process. These skills occur constantly in every situation. For example, no matter what students are learning, they are experiencing feelings about the information, relating to the information based on their beliefs about self, relating to others in the classroom or group, and demonstrating behavior that affects the learning outcome. Figure 7.2 illustrates that through experiences, awareness, skill building, practice, and integration in both the cognitive and affective domains, people excel based on their ability to see themselves as able, valuable, and capable of learning.

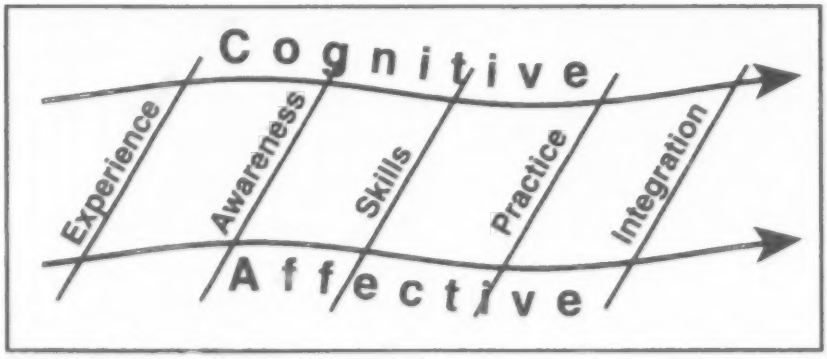

Figure 7.2 Learning and Change Process

Chapter 8

Understanding the Role of School Climate

A democratic form of government, a democratic way of life, presupposes free public education over a long period; it presupposes also an education for personal responsibility that too often is neglected.

— Eleanor Roosevelt

The safe, supportive, democratic, and inviting climate of each school district, school building, and classroom is an essential element for effective teaching and counseling in today's world. A positive school climate plays a significant role in the success of student learning, the change process, and student possibilities. Schools need an environment where students experience the democratic process and become aware of their role within it.

Why? An understanding of democracy is the foundation for quality citizenship. Personal responsibility becomes a factor in this process. Society expects students to become responsible citizens who respect themselves and others and follow both the letter and spirit of the law. Students do not become such citizens without experiencing democracy in action.

Free public education is crucial so that all students have an opportunity to become contributing citizens. Classrooms and schools become the "place of opportunity" to practice and refine the skills for personal responsibility within a democratic way of life. School is the place where students can

find common ground, learn together, and understand ways to bridge differences. Personal, social, emotional, and behavioral skills are essential for this to occur.

Educators do their best to teach students the subjects they need to know. Unfortunately, most schools, private and public, are not structured in ways that support experiencing and learning a democratic way of life and personal responsibility.

For example, in a traditional classroom, students are passive participants in the learning structure of the classroom. They are limited in their involvement to primarily sharing content information and applications. In a real classroom that becomes a "life lab" for student learning (which is discussed later in this book), students are more active participants in the learning structure. They learn and apply affective and cognitive skills. Students become actively responsible for the classroom along with the teacher.

People get confused between "being tough and controlling" and being democratic. When asked if they are democratic within the classroom or home, many people say "yes" although others observe them as being very autocratic. Some educators say, "I'm the boss. Students are to listen and do what they are told."

These approaches are counterproductive to student success. When students are controlled and not directed, told and not taught, manipulated and not managed, they cannot experience the learning and change process for themselves. These approaches and attitudes stop the learning process so students don't have the opportunity to develop their spirit, purpose, and potential.

Educators need to learn ways of creating true democratic classrooms that insist *all* students be accountable and responsible. Schools need classrooms with a plan for democracy and consequences that are learning opportunities.

Schools need to become places where all students and other people are treated with respect and are given clear expectations, and where students understand the importance of their contributions, have input, and understand how the final course of action for that situation was chosen. Democratic environments result in students learning discipline that becomes integrated into student life skills.

With a democratic environment, educators can help students develop into proactive leaders who assume personal responsibility. The following are key requirements foundational to this process.

Safe Climate

School environments need to be safe havens where students can make errors without dangerous consequences. The emphasis needs to be on the learning that results from making errors. This is the case with both cognitive and affective areas of development. Students learn about math by making mistakes, understanding why the mistakes were made, and figuring out the correct answers. What was initially unclear becomes the opportunity to clarify, learn, and apply information.

Also, students learn about their feelings by figuring out what feeling and behavior they chose in a specific situation, and what resulted from their choices. Students may understand their feelings and resulting behaviors. When students do not, however, there is an opportunity to clarify, learn, and apply information about feelings and behavioral choices. When this happens, students feel encouraged that they can learn to make better decisions about how to feel and act, and encouraged students have the "courage" to be imperfect. Without a safe environment, this does not occur and learning shuts down.

One primary obstacle to this process is the general perception of error by students and other people. Too often people perceive an error as a sign of weakness or poor judgment. Problems occur because people pretend they know things they do not truly understand. This conscious and unconscious dishonesty stops the learning process and the self-awareness needed for personal responsibility and self-confidence. Also, this dishonesty results in fear and insecurity, which turns into controlling and autocratic behavior. For example, people who do not understand a new way of doing something may become insecure and fearful that they appear "dumb" if they ask for more information. Instead they incorrectly state that they understand the approach, refuse to use it, and become unwilling to work with others to implement the approach. This stops the learning process and growth in self-awareness.

Over time the stakes for not learning from errors gets higher. For example, errors made by a 6-year-old are generally "low stakes" lessons in life. Very few errors made by a 6-year-old result in life-altering events. Errors made by 16-year-olds are generally "high stakes" lessons in life because more errors made at this age can result in life-altering events. The errors made by a 6-year-old in decision making may result in the child damaging a bike; the errors made by a 16-year-old may result in wrecking a car.

In fact, the decision-making and problem-solving skills learned at 6 years old and practiced over the 10 years until the child is 16 provide the child with a chance to learn that can result in responsible decision making. Not learning from errors over the course of time may result in life and death situations for some students. The "stakes" get higher as people get older. That's one reason a developmental approach to learning from errors in a safe environment is essential.

Supportive Climate

School environments need to be supportive of all people within and outside a school. This occurs when the school community can observe behavior and differences among people without judging and devaluing people in the process. Separating behavior from the worth of a person is central to a supportive environment. This allows discussions to occur with respectful results because the focus is on supporting the integrity of all and improving behavior through skills and practice. All students can feel comfortable in such an environment.

Frequently, perceptions of students and other people determine how much support will be given to them. When educators perceive students as capable and healthy, they focus on that and create environments where those expectations can be met. Difficulties occur when educators perceive one group as being more important or deserving than another. They confuse age, education, skills, and job descriptions with value and respect. For example, people's age may determine appropriate ways for them to behave and handle responsibility. Yet, the worth of people and the respect they deserve is unconditional at every age. All people deserve a supportive environment in which they are treated with respect and are safe so they can develop their spirit, purpose, and potential. When students and other people are perceived as whole and complete, schools can provide them with the support they need and deserve.

Experience has taught me that classrooms that provide the least amount of support for students are frequently those where educators receive the least amount of support from administration and on up the ladder. In those cases, educators don't expect or receive support because they follow dictates from an autocratic leader. This autocratic control may look fine on the surface, but it eventually leads to

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environments in which staff and students fail to thrive. Schools that are supportive and have staff who get along have a strong effect on learning results and staff spirit.

Democratic Climate

School environments need to become examples of democracy in action. Students assume leadership roles within such a classroom. They are involved in drafting the rules and responsibilities for the class, conducting and experiencing weekly classroom meetings, and learning and practicing skills necessary for this to happen. Everyone has a part to play and there are consequences for those who do and do not assume their responsibilities.

Teachers in such classrooms are the facilitators of the learning process and provide input and leadership. They allow students to learn from choices by using consequences that are determined with the group. Errors are opportunities to put the democratic process in motion.

The democratic approach takes more time, especially at the beginning of a school year. As a result of a democratic classroom climate, students engage in learning as responsible members of the classroom and on-task teaching time increases as the year evolves. At the beginning of the year, teachers may fall behind on the planned teaching experiences for the week. By the middle of the year, they are usually ahead of schedule.

Teachers need to see themselves as facilitators of the democratic learning environment. In order for this to happen, they need to know how to facilitate instead of dictate. Teachers can learn facilitation skills by observing the skills modeled by the school counselor in the classroom. They can also incorporate training experiences in personal and professional growth plans developed by each teacher at the beginning of the school year.

Within the democratic classroom, learning in all domains is clearly defined as a priority. Students work independently, cooperatively, and collaboratively. They have frustrating experiences and joyful experiences, both providing important learning experiences. This is a tough democratic approach with no loopholes. All students are required to do their best, contribute their best, and to work with others to determine what the best is.

Inviting Climate

Creating an inviting school climate is at the heart of this chapter. In such a climate, students are invited to learn and are valued. As a result, students feel safe to err, are supported, support others, and engage in a democratic process and approach to learning.

Invitational education is a theory of practice based on self-concept theory and perceptual psychology that views all people as capable, able, valuable, and responsible. All messages that are sent to students and other people are assessed as either inviting students' learning and growth or disinviting students' learning and growth. The expectation is that all students function well within a democratic environment that is conscious and intentional and where nothing is left to chance.

School and classroom policies, processes, programs, places, and people affect the environment. Those that are consistent and congruent with invitational concepts support an inviting environment. Those that are inconsistent and incongruent with these concepts do not support such an environment. The goal is to create environments that consistently invite all students to learn and develop their potential.

Many educators want to create inviting environments and school climates. The problem is they do not know how to do

it. Others create inviting classroom climates. The problem is they do not know how they did it. They cannot replicate, explain, or modify their climate and inviting approach.

If educators want these desired results, they need a conscious and intentional plan that leaves nothing to chance. Educators need to know what to do and the best way to create it as shown in Figure 8.1. They need to know what is working and what needs modification. They need a plan to follow on the journey to school success so they enjoy the trip and reach their destination. Students deserve it. In the next chapter, we will explore the framework concepts behind such a plan.

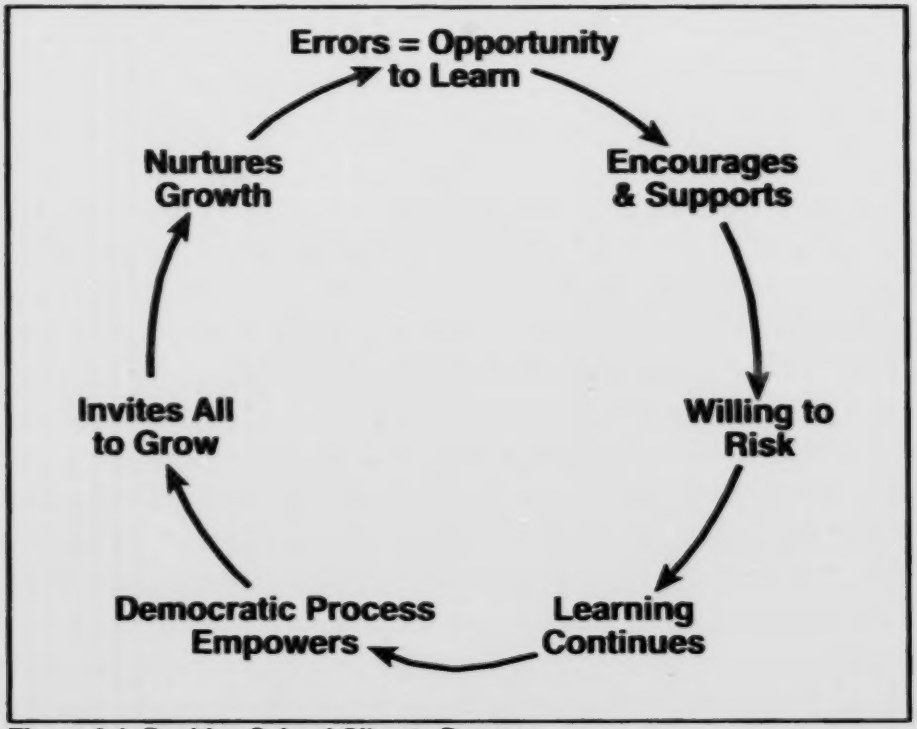

Figure 8.1 Positive School Climate Process

SECTION THREE

The Plan: A Model To Follow

Chapter 9

A Systems Approach to Maximize Potential

The Plan
"What are you doing constructive?"
It rang out like a shot.
"Do you have a plan you once began?
Are you going to do it or not?"
—Margaret Kadish

The innovative plan and model I'm presenting is built upon the essential elements discussed in the preceding chapters. It is a comprehensive, developmental guidance systems model that integrates the previously discussed concepts and processes for student success. A system connects components that are linked to form a whole, in this case referring to a comprehensive, developmental guidance system. Model refers to the design of the comprehensive, developmental guidance system. Plan refers to the method for creating the comprehensive, developmental guidance system.

This model includes the following:

- self-concept development
- personal, social, emotional, and behavioral skill development
- an expanded vision of academic and life success

Educators put this model in motion through

- experiences that support learning and change, and
- a climate that is democratic, supportive, safe, and inviting.

This model supports the development of people's spirit, purpose, and potential.

Throughout my years in education, I saw the need for a specific plan that is systemic and integrated within the way we teach and interact with students. I saw that in spite of hard work and dedication within the profession, in many instances educators were not succeeding.

As a result, I developed a system for teachers and students that could help meet students' needs. This guidance system provides a plan that integrates information and best practices from various disciplines. Based on research and putting the plan into practice, I found that this guidance system works.

The system includes concepts from best practices in teaching, psychology, guidance, counseling, and management. I developed a diagnostic and accountability process so that change could be documented. I established a 3- to 5-year implementation plan so that change would be possible.

This system focuses on personal, social, emotional and behavioral areas because little is being done in these areas which are so critical to academic success. Cognitive skill experiences build on these affective skills. Educators cannot produce academic gains and student life success without including learning in all domains. We need this approach to enhance the development of students' spirit, purpose, and potential.

Chapters 1 through 8 outlined the journey to educational change and what we need to consider in creating it. This chapter provides a clear plan and guidance model based on the essential elements outlined previously. When implemented in classrooms and whole schools, it effectively supports student success.

The specific guidance system that I developed is called the Grow With Guidance® System. I'll refer to this as a developmental guidance system approach or the system. In this book, my intention is to share the model and the conceptual framework; then, professionals can implement the model and concepts into their schools to bring about systemic change.

The model provides a proactive and congruent plan that integrates and exceeds the American School Counseling Association's (ASCA) National Standards for School Counseling Programs and the ASCA National Model for School Counseling Programs. The ASCA national guidelines are recommended by ASCA for all school counseling programs. They are also the basis for many states' plans for school counseling programs. The information that follows provides a system implementation plan that meets and exceeds ASCA's suggested guidelines.

The system provides a new way to define and perceive guidance within the teaching and learning process. This systemic guidance plan for all students is conscious and intentional. The following is an overview of this systems model. Important components to include in a developmental, results-based guidance system for use in the classroom, school building, and school district are explained.

A developmental guidance system includes six interactive components: behavior management, self-talk/self-pictures, staff implementation skills, student curriculum skills, family involvement, and observation/evaluation. Each component includes the self-concept series and the self-concept series

weave (the self-concept integration process) discussed earlier.

The system is the foundation for the prevention of factors that contribute to students who are at risk. It is also the basis for the development of the skills needed to address and prevent the challenges discussed in Section One.

A Systems Approach

A system is made of connected components linked together to become a whole. A developmental guidance system incorporates an interactive plan for behavior, self-talk/ self-pictures, and curriculum with staff skills and family involvement (see Figure 9.1 and Figure 9.2). Consistent implementation of behavior, self-talk/self-pictures, and curriculum combined with staff skills and family involvement creates a foundation and environment for positive results. These system components are included because success

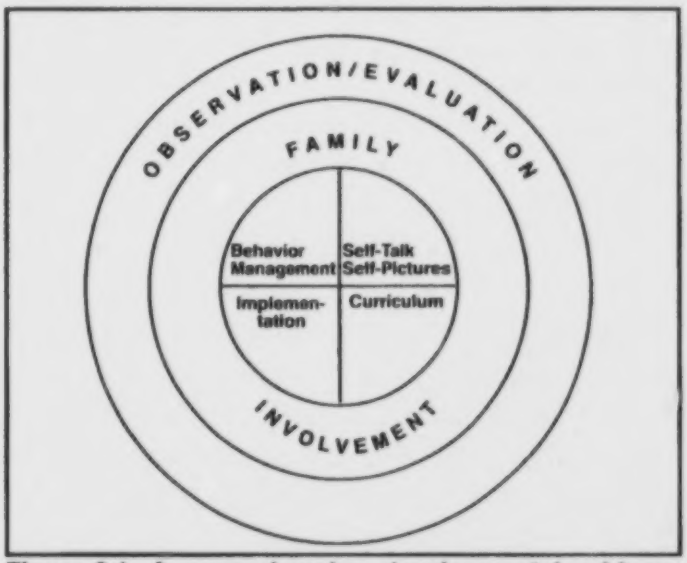

Figure 9.1 A comprehensive, developmental guidance system for classrooms and schools with the necessary components for success. Each component is implemented slowly and simultaneously with a 3- to 5-year plan until all system components are in place.

of each component is affected and determined by the other components.

For example, student skills need to be taught, experienced, and developed before students can behave differently. Behavior plans for classrooms need to allow students to err and practice guidance skills that have been taught. Student self-talk and self-pictures support a given behavior and skill by helping students think and see themselves achieving the skill. Staff learn the skills and interact in ways that model and relate the skills to life situations.

The system is interactive, interrelated, and interdependent. A portion of each system component needs to be implemented simultaneously, in part to support progress in all components. Each system component is important and needed for the success of all components. No one component is more important or can succeed without all components of the whole system.

It's important that each classroom develops a positive behavior plan and a self-talk/self-pictures plan in addition to

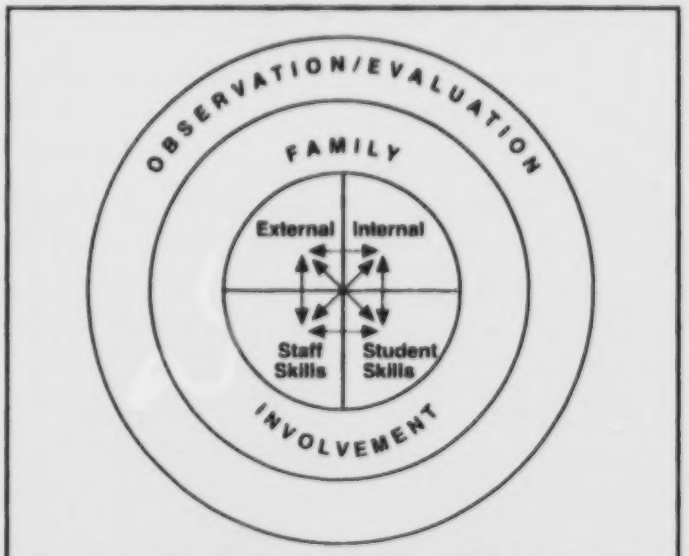

Figure 9.2 The interactive, interrelated, and interdependent movement between system components.

implementing the competency-based curriculum plan. Training in behavior management, self-talk/self-pictures, implementation skills, and the curriculum process will assist professionals in providing a systems approach for each student and classroom so students can develop essential skills.

All students are required to attend school and deserve the very best educational experience. With compulsory education comes an ethical responsibility to provide the most effective programs possible. A comprehensive, developmental systems approach can provide this opportunity for success.

Behavior Management Component (External Environment)

The behavior management component of the system, shown in Figures 9.1 and 9.2 (see pages 100 and 101), is the external, extrinsic process that allows behavior to become part of the learning process for both students and staff. This component provides the framework for healthy interactions in which behavioral challenges become opportunities for greater understanding and growth.

Congruence between what educators say and what educators do is crucial for developing trusting relationships that support learning. This component's framework establishes congruence and includes information for developing a positive, inclusive, democratic behavior plan for classrooms and entire schools.

A positive behavior plan creates a supportive climate that allows students to be honest and responsible for their actions. The resulting honesty and responsibility helps develop the positive attitudes needed for participation and learning.

The self-concept series and weave are to be included in every section of the behavior management component. This powerful self-concept process, which is the basis of all system components, assists in clearly separating students' worth from their actions. Once this occurs and is conveyed through congruent staff interaction, behavioral change can be supported.

It is important to assess current behavioral practices and policies in a classroom and school. Practices that support a positive behavior plan are continued; those that do not are changed or replaced. Examples of practices that support a positive behavior management plan are ongoing class meetings, student involvement in developing classroom rules and responsibilities, and use of the self-concept series. In such a classroom, the worth of the student is separated from helpful or hurtful behavior. The student is responsible for behavior choices and uses decision-making steps to determine helpful behavior choices and improvements.

The Self-Talk/Self-Pictures Component (Internal Environment)

The self-talk/self-pictures component of the system, shown in Figures 9.1 and 9.2 (see pages 100 and 101), is the internal, intrinsic process that allows what people say and believe to be congruent with what they think and feel. Self-talk is the internal dialogue people have. Self-pictures is the internal vision of themselves they have. It is a person's internal environment.

The internal thoughts and pictures that students hold need to be supportive of their life goals. For example, completing projects is important throughout life. A student becomes more successful at completing work when he uses self-talk such as, "I complete my work." This internal self-talk dialogue needs to be combined with a self-picture of the student seeing and feeling himself completing work. The self-talk ("I

complete my work.") and the self-pictures (the student seeing and feeling himself doing the work) combine to support the positive behavior of handing in work to the teacher. These affirming thoughts, pictures, and feelings along with a positive behavior plan, support the development of desirable student self-perceptions.

This self-talk/self-pictures plan and activity process includes pictures and statements from the self-concept series discussed on pages 55 through 59. These self-talk/self-pictures activities are for use with students and professionals within the classroom and the school building. For example, each step of the self-concept series becomes a general self-talk statement for all students. Step 1, I am important and valuable, becomes the self-talk statement, "I am important." This is combined with a self-picture of ways students see themselves and feel when remembering and saying, "I am important."

The same activity process is done with Steps 2 and 3 of the self-concept series. General self-talk for Step 2 of the self-concept series could be "I help myself." The self-picture that represents "I help myself" might be a picture of a person asking for help or listening when others are speaking. General self-talk for Step 3 could be "I watch myself." A self-picture might be a student picturing herself in the classroom following the class rules. Specific self-talk and self-pictures are used to help a student with behavior changes she needs to make such as staying in her seat, taking turns, sharing, honesty, and so on.

Selected self-talk/self-pictures activities can be used to support the established positive behavior plan. This process can also be used by families to support all areas of their child's school experience.

It is important to assess current self-talk/self-pictures practices and policies in classrooms and schools. Practices

that support a positive self-talk/self-pictures plan are continued; those that do not are changed or replaced. Examples of practices that support a positive self-talk/self-pictures plan are the use of the self-concept series, general self-talk statements based on each step of the self-concept series, and pictures that support each of the three steps of the self-concept series.

Curriculum Component (Student Skills)

A positive internal environment (self-talk/self-pictures) and classroom environment (behavior management), both shown in Figures 9.1 and 9.2 (see pages 100 and 101), are needed for the system curriculum activity process. As the behavior plan and the self-talk/self-pictures plans begin, the activity curriculum process begins and provides the information and experiences for the development of a student skill base. These skills are pieces of the essential learning strands of self, other awareness, self-control, decision making/problem solving, group cooperation, and career enrichment.

Students experience curriculum activities in each of the essential learning strands over the year and throughout the students' years in school. For example, curriculum activity experiences are provided in self-control during the year and all years the student is in school. A self-control activity could be helping students identify ways to act at different times and in different places, such as when at lunch, working independently, or working in a group. Students apply the information they learn about self-control to their behavior and self-talk/self-pictures and to ways to help their learning. The self-concept series and weave are incorporated into each activity. The three steps of the self-concept series support the five essential learning skill areas or strands of the curriculum.

In a democratic setting, students are generally more open, receptive, and trusting as they participate in system activities.

Incorporating a diagnostic skill assessment for student affective skills, such as the *Children's Affect Needs Assessment (CANA)*, defined in the glossary, provides information that offers students' input into the curriculum activities selected for their classroom. Students participate in activities from all essential learning strands every year but the percent of activities in each strand is based on the students' CANA responses. This involves students and affords them an opportunity to identify areas in which they would like to improve. This information gives the class feedback about priority areas for growth.

It is important to assess the current curriculum practices and policies in classrooms and schools. Practices that support a positive curriculum plan are continued; those that do not are changed or replaced. Examples of practices that support a positive curriculum plan are teaching, modeling, and applying the self-concept series and teaching, modeling, and applying skills from the essential learning strands.

An example is teaching decision-making steps, a skill in the essential learning strand of decision making/problem solving. The teacher or counselor demonstrates ways to use decision making and helps students learn ways of applying the decision-making skill to life. The decision-making steps are used in situations that emerge in students' behavior and to determine the best self-talk/self-pictures plan to support student improvements.

Decision-making steps are also applied in students' academic studies. For example, students apply the decision-making/problem-solving steps to situations that are discussed in social studies to determine helpful ways those situations might be approached.

Implementation Skills Component (Staff Skills)

A program is only as effective as the people who implement it. This system is no exception. A developmental guidance system has everything included and identified, but professionals using the program are the key. They are the ones who create a positive climate and operate effectively and affectively with a class in order to achieve desired results.

The behavior management component, self-talk/self-pictures component, and the system curriculum component shown in Figures 9.1 and 9.2 (see pages 100 and 101) establish the student components of the system. This component indicates the skills and approaches that are most effective for professionals and their students.

In my experience, the democratic classroom has proven to be the most effective for developing a positive classroom climate. A democratic classroom is based on mutual respect, student responsibility, and shared decision making. Professionals model these characteristics in the self-concept series and weave.

It is important for professionals to assess their personal, social, emotional, and behavioral skills in order to achieve the democratic approach. I suggest using a short, staff-needs assessment to determine target areas for staff skill development. Such an assessment is included in the Grow With Guidance® System but can also be developed by individual school districts. Incorporating a class climate survey, such as the *Invitational Teaching Survey–Primary & Intermediate* (ITS–P&I), defined in the glossary, provides information regarding teacher–student interaction as perceived by the student. The ITS–P&I provides important information for staff development and can be an observation/ evaluation instrument used in the system.

My research demonstrates a connection between the inviting classroom and the system. Based on student data received as the system has been implemented, the inviting practices of that classroom's teacher have been shown to increase. This connection demonstrates that the classroom climate improves as a teacher implements the developmental guidance system, largely due to an increase in the inviting practices of the teacher as perceived by the student.

It is important to assess current staff implementation practices and policies in classrooms and schools. Practices that support a positive staff implementation plan are continued; those that do not are changed or replaced. Examples of practices that support a positive staff implementation skill plan are teaching, modeling and applying the self-concept series; forming a counselor–teacher team by remaining in the classroom when a professional teaches guidance skills; and modeling effective facilitation skills such as feeling reflection.

Family Involvement Component

The family is defined as any adult, parent, or guardian who is legally responsible for the care of a student. This person or group is encouraged to participate in all aspects of the system where appropriate. Any adult who accepts responsibility or assists in the care and nurturing of a student is welcomed as a family member.

Family involvement (Figures 9.1 and 9.2 on pages 100 and 101) includes the concepts, interactions, and educational philosophies the students experience at school. Families are encouraged to support, model, link, and expand on the same information at home.

Families can learn information from school via programs, groups, newsletters, the Internet, and dialogue with their child. For example, families could use the same skills used

at school at home, such as helping students identify feeling choices that affect their behavior choices at home. Parents also have an opportunity to share important values and beliefs through interactions at school such as during conferences. Also families may choose to participate in family information groups that schools offer. Groups like these focus on personal, social, emotional, and behavioral skills and other appropriate information. The greater congruence between home and school in the quality of student experiences, the greater the possibilities for student success.

It is important to assess the current family involvement plan and include those practices and policies for classrooms and schools that can also be used at home. Practices that support a positive family involvement plan are continued; those that do not are changed or replaced. Examples of practices that support a positive family involvement plan include teaching, modeling, and applying the self-concept series so that families can use the process at home, and providing ways parents can learn skills taught to students so they can follow up at home.

System Observation/Evaluation

The comprehensive observation/evaluation process, shown in Figures 9.1 and 9.2 (see pages 100 and 101), includes four types of interactive assessment of the following areas:

- overall system organization
- results of each system component
- end-of-year changes in student skills based on differences from the diagnostic assessment given when school began

- end-of-year changes in staff skills and classroom climate based on differences from the diagnostic assessment given when school began

The balance among the four types of assessment is important due to the ongoing process needed to develop personal, social, emotional, and behavioral skills. Students need ongoing skill experiences throughout the years of their development. This balanced approach provides the ongoing feedback needed to maintain a results-based guidance system. The first two types of assessment provide personalized, open information via questionnaires, and so on. The second two types of assessment are gathered from a standardized, reliable instrument, such as the CANA or the ITS–P&I, that provides consistent data. Both assessment approaches can be used in gathering statistical information for the system.

In observation/evaluation, everyone is recognized as an interactive part of a healthy whole. The focus is on positive observations, not deficits. Evaluators and evaluatees participate in an interactive process, establishing an opportunity for feedback for everyone involved in the system. With this base of mutual respect, everyone's growth can be maximized.

The 3- to 5-Year Plan

System implementation requires a 3- to 5-year plan. The beginning of a possible 3- to 5-year plan, based on ideas in this chapter, is given in Table 9.1. The Grow With Guidance® System includes a complete 3- to 5-year plan and all that is needed to implement it. My intention, though, is to share the concepts and design of a comprehensive, developmental guidance system that educators can incorporate without the full system. An information checklist needs to be developed

Table 9.1 Beginning of a Possible 3- to 5-Year Plan

Positive Behavior Management

- ❑ Develop and share goals, competencies, and desired results
- ❑ Use the self-concept series and weave
- ❑ Classroom establishes group rules and responsibilities
- ❑ Implement and maintain weekly class meetings
- ❑ Observation/evaluation to assess results

Self-Talk/Self-Pictures Plan

- ❑ Develop and share goals, competencies, and desired results
- ❑ Use the self-concept series and weave
- ❑ Establish general self-talk based on the three steps of the self-concept series
- ❑ Establish general self-pictures based on the three steps of the self-concept series
- ❑ Observation/evaluation to assess results

Curriculum Plan (Student Skills)

- ❑ Develop and share goals, competencies, and desired results
- ❑ Teach the self-concept series steps to all students
- ❑ Conduct needs assessment
- ❑ Teach activities in the five essential learning strands—self, other awareness, self-control, decision making/problem solving, and group cooperation
- ❑ Observation/evaluation to assess results

Implementation Plan (Staff Skills)

- ❑ Develop and share goals, competencies, and desired results
- ❑ Learn to use the self-concept series and weave
- ❑ Conduct a needs assessment and class climate survey
- ❑ Learn an overview of system components
- ❑ Learn basic personal, social, emotional, and behavioral skills taught with students
- ❑ Observation/evaluation to assess results

Family Involvement

- ❑ Develop and share goals, competencies, and desired results
- ❑ Learn to use the self-concept series and weave
- ❑ Learn an overview of system components
- ❑ Learn and use skills taught at school while at home
- ❑ Observation/evaluation to assess results

System Observation/Evaluation

- ❑ Conduct component observation/evaluation
- ❑ Conduct system observation/evaluation
- ❑ Report results

for what to include in each system component. These components are interdependent, interrelated, and interactive. Each component of the system needs to be implemented in some way every year or the process stops. Students need to learn skills and practice them in the external and internal environments of positive behavior management and self-talk/self-pictures. The environments need to be created to allow practice of these new student skills.

For example, students and staff may begin working with a behavior plan by beginning class meetings in all classrooms. Students and staff would identify information from the self-talk/self-picture plan that supports class meetings such as "I listen to others in my class" with the self-picture of seeing and feeling himself listening in the class meeting. Student skills needed for effective communication and interactions within class meetings would be taught. Staff would learn facilitation skills to conduct class meetings. Each component is needed for success in any component of the system.

The process of implementing a portion of each system component continues every year until each system component is implemented totally in a classroom. At that point, the system is maintained in the classrooms and schools. Staff members learn skills by staying in the classroom when a guidance professional visits to teach the skill to the classroom group. The teacher follows up and practices with students. Staff members can also attend special programs and meetings to enrich their skills. Families are included in this process through family programs and conferences. Each component of the system is assessed and modified based on feedback and results.

The important consideration is to answer the questions presented in the chapter introductory poem, "The Plan," by Margaret Kadish.

The Plan
"What are you doing constructive?"
It rang out like a shot.
"Do you have a plan you once began?
Are you going to do it or not?"

Our answers to these questions determine if we can provide teaching and counseling approaches that meet the challenges of today's world. This systematic plan works. Each person's willingness to begin and continue slowly in each component every year determines success or failure.

Chapter 10

An Innovative Approach to Guidance and Counseling

In the previous chapter, I overviewed a guidance system that, when operating in classrooms, affects positive change in schools. In this chapter, I'll explain how that system forms the foundation of school counseling programs—and how such counseling programs fit in the life of a school.

All components of a solid guidance and counseling program are represented in my schoolhouse model shown in Figure 10.1 (see page 116). This model provides an effective way to work within a guidance and counseling program. Each component of the schoolhouse is interrelated, interdependent, and interactive with the other components of the guidance and counseling program. This model supports the development of people who understand their spirit, purpose and potential.

As with the system in Chapter 9, the developmental guidance and counseling program provides a proactive and congruent plan that integrates and exceeds the American School Counseling Association's (ASCA) National Standards for School Counseling Programs and the ASCA National Model for School Counseling Programs. The ASCA national guidelines are recommended by ASCA for all school counseling programs. They are also the basis for many states' plans for school counseling programs. The information that follows provides an implementation plan that meets and exceeds ASCA's suggested guidelines.

All program components are to be consistently represented and connected throughout elementary through high school

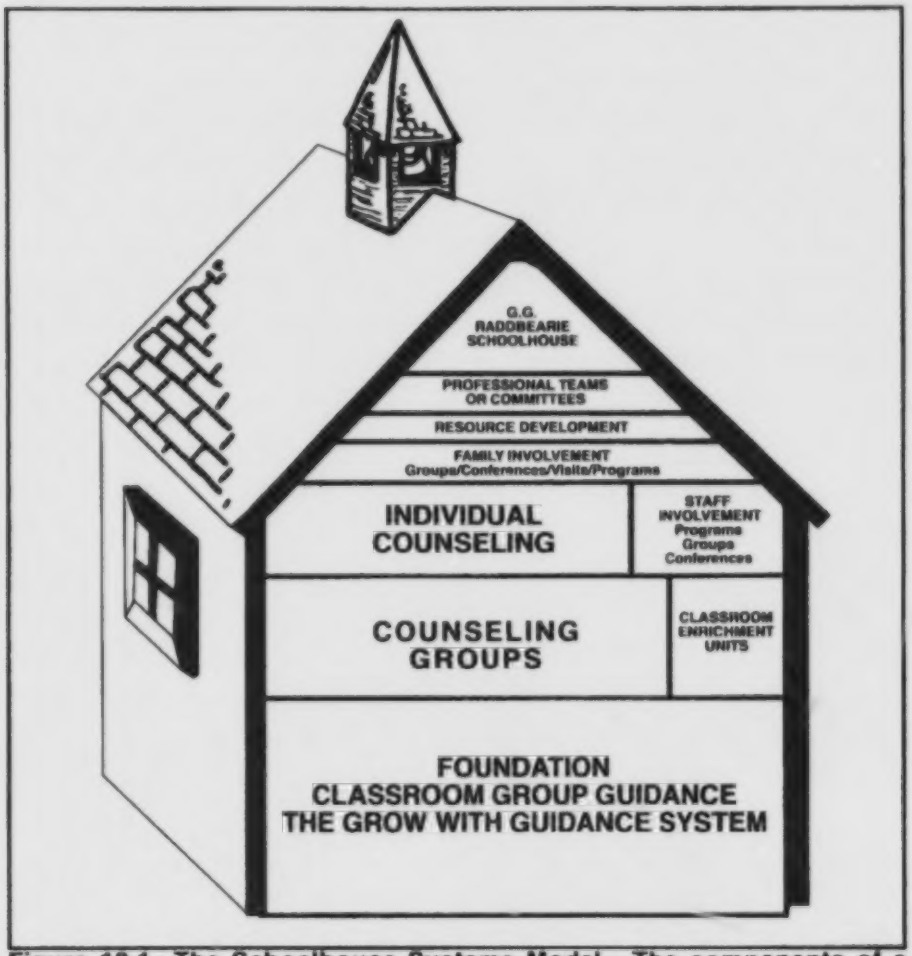

Figure 10.1 The Schoolhouse Systems Model. The components of a comprehensive, developmental guidance and counseling program. The Foundation is the comprehensive, developmental guidance system. All components of the guidance and counseling program built from this Foundation are interactive, interrelated, and interdependent.

guidance and counseling programs. Program components require the development and documentation of goals, competencies, and results in order to maintain a results-oriented and research-based guidance and counseling program.

Organization of Program Components

The two primary differences between elementary, middle school, and high school counseling levels are (a) developmentally appropriate content and (b) variations on the amount of designated counselor time per program component.

Components of the guidance and counseling model and the recommended percent of time spent on each component are as follows:

1. The Foundation/A Developmental Guidance System: 40% of the counselor's time allocation, Elementary School (E); 30% to 35% of the counselor's time allocation, Middle School (MS); and 25% to 30% of the counselor's time allocation, High School (HS)

2. Counseling Groups: 30% of the counselor's time allocation (E); 30% to 35% of the counselor's time allocation (MS & HS)

3. Individual Counseling: 10% of a counselor's time allocation. (E, MS, & HS)

The remaining percentage of the counselor's time allocation—20% (E), 25% (MS), and 25% to 35% (HS)—is spent on Items 4 through 8 below:

4. Resource Development

5. Classroom Enrichment Units

6. Staff Involvement—Programs/Groups/Conferences

7. Family Involvement—Programs/Groups/Conferences

8. Professional Teams or Committees

These suggested time allocations support an innovative guidance and counseling program approach that adjusts as the program is implemented. This flexible structure gives the counselor time parameters that are necessary for a comprehensive, developmental, and effective program.

Counselors need to spend their time in program activities that result in (a) positive differences for students' lives, (b) learning, and (c) an improved learning climate. When counselors use their time for these purposes, programs thrive and make a difference.

The following are some important points to consider regarding program time allocations:

1. A guidance and counseling program takes 3 to 5 years to implement. I recommend beginning with the Foundation and adding other program components. Some percentages of time will vary depending on the stage of program implementation.

2. Time allocations vary among the beginning, middle, and end of a school year.

3. Time allocations vary if a counselor's student–counselor ratio is more than 1:250 to 1:400. The more students per counselor, the more a counselor needs to spend time in activities that affect greater numbers of students, staff, and families.

4. An annual and weekly schedule that shows the recommended percentage of time helps keep the counselor's priorities focused on activities that result in student developmental gains.

5. A guidance and counseling program that is built on the suggested time allocations is a proactive, developmental program approach, not a reactive approach. Educators and students develop skills so they can prevent or respond to challenges, thus empowering everyone. The proactive approach is needed in teaching and counseling for today's world.

Information about each component of the guidance and counseling schoolhouse model follows.

The Foundation/Developmental Guidance System

The developmental guidance system is the skill development base of the counseling program, as outlined in Chapter 9 and shown in Figure 10.2 (see page 120). The students apply information from the developmental guidance system experiences to life situations at school and at home. These skills can then be applied to other components of the counseling program, such as counseling groups in which students participate.

Staff also benefit from interacting with the Foundation. Staff members learn skills in the Foundation and teach those skills to students. This process results in staff members using more effective ways of interacting with themselves and others. There is a powerful reciprocal relationship between what one teaches and what one learns. This involvement in the activity process affects staff growth and positively enhances classroom climates. This interaction process also provides ongoing modeling of guidance process techniques when the counselors visit classrooms.

The many benefits the Foundation achieves justifies the suggested allocation of counselor time to the developmental guidance system. Effective counseling programs have a comprehensive, developmental, and preventive nature that is based on researched practices and results for students. This is accomplished by an ongoing development of essential skills and practices. This ongoing development affects the results and success of the Foundation and counseling program.

Due to the interrelationship among program components, every component of the guidance and counseling program builds on the skills developed in the Foundation. Students' essential skills developed in the Foundation are needed

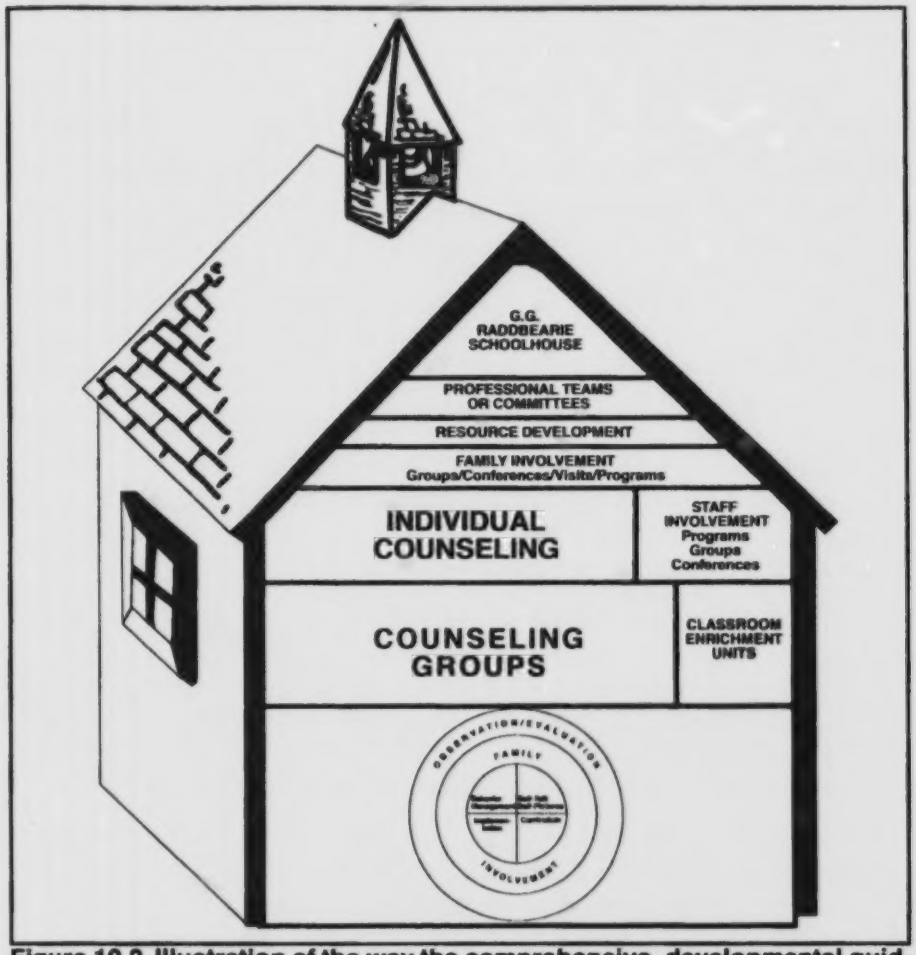

Figure 10.2 Illustration of the way the comprehensive, developmental guidance system shown in Figures 9.1 and 9.2 are integrated into the Schoolhouse Systems Model in Figure 10.1.

when a student receives individual counseling. For example, a student will need to communicate feelings related to the situation discussed during individual counseling. Feeling vocabulary and communication skills are essential skills learned in the Foundation. This is true for all program components. All components have an interrelationship with each other and build from the Foundation.

Counseling Groups

Counseling Groups is a program component offered only by a certified or endorsed school counselor. A counselor

provides specific information and experiences on relevant topics to students who are demonstrating a specific need. Students are referred to counseling groups by themselves, the family, the staff, or a counselor. Topics include but are not limited to:

- loss from divorce, death, disabilities, and distance (moving)
- physical and sexual abuse
- chemical abuse
- positive interactions and communication
- school safety

Groups build on the skills and experiences from the Foundation and relate essential skill information to the needs of students in specific areas of life. For example, students who are in a divorce group will need to use the decision-making skills learned in the Foundation to determine possible ways of handling issues regarding divorce. Also, group peer interaction provides an ongoing support base for students in the school environment.

The large suggested time allocation for Counseling Groups is needed because larger numbers of students can benefit from direct skill experience concerning common challenges. Frequently, if a student does not resolve these challenges, long-term problems result in many domains of student development.

Counseling Groups usually last four to eight sessions depending on the topic and age level of the students. Groups are effective for all age levels, and group composition is determined by the nature of the topic.

It is more effective to begin groups after the first semester or year of a new guidance and counseling program. This gives needed time for students and staff to get to know a counselor, begin developing Foundation skills, and create positive classroom climates. Also, enrichment units on a group topic prior to beginning a group provide topic information for everyone. Implementing these program components prior to beginning Counseling Groups supports students and is important for successful counseling group experiences.

Individual Counseling

Individual Counseling is a one-to-one counseling experience provided only by a certified or endorsed school counselor. Students experiencing specific concerns receive one to six individual counseling sessions that may result in referral to a counseling group or a community resource. The student rapport and skills established through the Foundation can drastically reduce the number of individual counseling sessions needed.

Suggested counselor time allocation for Individual Counseling is less than for the other components because of the developmental nature of the program and the large student–counselor ratio in most schools. Students receive greater benefits, such as essential skill building and peer relationships, from the developmental guidance system and group counseling.

It is appropriate, however, for school counselors to counsel individuals in specific crisis situations. A counselor needs to clearly define what constitutes a crisis so that appropriate boundaries on his time can be established. This allows a counselor time to develop and implement all components of the developmental guidance and counseling program.

All people involved need to understand that a counselor is not a "fix-it" person but rather a part of the educational team that supports healthy student growth and choices. The primary focus of Individual Counseling is to support learning.

Other Guidance and Counseling Program Components

The remaining time allocation of a counselor's time is divided among Resource Development, Classroom Enrichment Units, Staff Involvement, Family Development, and Professional Teams or Committees. The amount of time allotted for each of these components fluctuates depending on the time of school year and program priorities.

Resource Development

Resource Development involves assessing community resources and inviting their participation and collaboration with the guidance and counseling program. Developing relationships with community resource members links the school with the business and service communities. Collaboration with community resource members can provide local talent and possible funding as needed to support staff, student, and family programs. This valuable link can enrich an entire counseling program.

Opening the school to this involvement, which frequently is available for little or no expense, is especially important for the Classroom Enrichment Units, Staff Involvement, and Family Involvement components discussed next. This valuable connection may also be used to provide appropriate service learning opportunities for students.

Classroom Enrichment Units

Classroom Enrichment Units provide all students with specific information regarding topics of special interest or topics that are included in Counseling Groups. Program topics are

addressed every year for all students. This creates an on-going annual base of curriculum information and experiences to support all students including those in Counseling Groups and in transition.

A counselor organizes Classroom Enrichment Units and in some cases implements them. Primarily, appropriate community resource members and school staff collaborate to implement programs. Appropriate community resource members may include agencies, service groups, and specialists on the topic. For example, an Enrichment Unit on drug prevention may include drug agency information from sources such as local and federal law enforcement and Councils to Prevent Alcohol and Drug Abuse, training for all staff members, and agency programs for appropriate grade levels. Teachers at other grade levels may read and discuss books or stories on the topic.

Training for Enrichment Units is usually facilitated by a counselor exclusively or cooperatively with community resource members. This provides students, staff, and families with needed information that benefits all groups affected by the topic. Once an Enrichment Unit is implemented, it is continued annually without repeating the formal topic training. One or two topics would be added per year with implementation of the primary topics occurring within a 3- to 5-year plan. Examples of primary topic areas are students' loss and grieving related to the death of a person or pet, divorce, chemical dependency prevention, school safety, and safety from abuse.

Staff Involvement

Staff Involvement includes planning and in some cases implementing groups, programs, and conferences with a staff regarding both appropriate information and skill experiences. For example, the staff members may benefit from a program about divorce and the best ways to support student learning

during a family divorce. These programs, groups, and conferences, if not implemented by a counselor, can be implemented in collaboration with appropriate community resource members and coordinated by a school counselor.

Family Involvement

Family Involvement includes planning and in some cases implementing groups, programs, and conferences with students' families regarding both appropriate information and skill experiences. For example, family members may benefit from a program or group about communication and other skills and strategies that support effective study habits. These programs, groups, and conferences, if not implemented by a counselor, can be implemented in collaboration with appropriate community resource members and coordinated by a school counselor.

Professional Teams or Committees

Professional Teams or Committees involve a counselor who is consulting or collaborating within a school district or for professional groups. A counselor may serve on professional educational or counseling teams or committees.

It is important that a counselor be part of the learning team within a district as well as provide consultation and service for professional organizations. Such involvement is a way to educate others about the guidance and counseling program's developmental nature, to explain its benefits, and to develop support.

Importance of Program Observation, Evaluation, and Accountability

Observation and evaluation of the total developmental counseling program and each program component is essential. This occurs in the following ways:

- observing change that results from the total program and component implementation
- assessing the improvements and results gained in the goals and competencies for each program component and the total program
- evaluating the total program and each program component regularly to adjust program implementation and the 3- to 5-year implementation plan
- determining the effectiveness of the observation and evaluation plan
- documenting increased essential student learning as a result of the counseling program
- integrating all appropriate observation and evaluation information to demonstrate program accountability

School and community populations provide feedback sought in the observation and evaluation process. This includes students, staff, parents, and other school and community groups as appropriate. Their feedback can be used to modify the 3- to 5-year implementation plan.

Demonstrating program accountability through a presentation or written report documents the benefits of the program for students, staff, and families. The report can detail program results and modifications based on feedback. It can be used as a way to promote the counseling program and educate different populations about it. Such a report needs to be written and distributed annually.

Developing the Guidance and Counseling Program

The philosophy of the counseling program needs to be congruent with the philosophy of the school district. Demonstrating how the program is a vital part of the learning process is important. The counselor's role includes the following:

- providing program leadership
- defining the counseling program
- structuring the counseling program with goals, competencies, and results
- organizing the program components
- structuring each component with goals, competencies, results, and an observation/ evaluation plan
- designing the program observation and evaluation plan

Counselors need to share responsibility for the Foundation and be solely responsible for Counseling Groups and Individual Counseling. Consultation, cooperation, facilitation, coordination, communication, and collaboration are important within each component while working with students, staff, families, and the community.

The self-concept series and weave explained on pages 55 through 59 are an integral part of each program component. The corresponding activity process becomes the foundation of the guidance and counseling program and is interactive throughout the developmental guidance system, small group counseling, individual counseling, family interactions, and

staff development. The concepts taught, reviewed, and woven throughout each component of the guidance system are strengthened by inclusion of the self-concept series and weave into the total program.

It takes 3 to 5 years to implement a developmental guidance and counseling program. Each program component is assessed and modified based on feedback and results. A comprehensive, developmental counseling program develops the skills, strategies, and support essential for learning ways to prevent and respond to life's challenges and become an empowered lifelong learner. Effectively implementing the program is a basic requirement for teaching and counseling in today's world.

Chapter 11

The Life Lab: A Multidimensional Learning Approach

The Traditional Classroom

Traditional classrooms include a strong academic history that at one time worked effectively for some students. Traditional classrooms and guidance and counseling programs place guidance separate from the classroom.

The traditional classroom, as shown in Figure 11.1 (see page 130), perceives guidance as an "extra service" provided for certain students with problems. Guidance is not usually an integral part of what goes on in the classroom. When there is a concern of funding cuts within a school, the guidance and counseling program is seen as a possible cut because it is considered separate from the traditional classroom.

In a traditional classroom, the skills that require learning to occur do not officially include the guidance process skills of effective communication, cooperation, collaboration, and responsible interactions. The primary subjects of language arts, mathematics, science, and social studies are viewed as separate from guidance process skills. There is no defined affective component or guidance system in the traditional classroom. Instead they are a part of the hidden curriculum discussed in Chapter 5.

Usually, students are viewed as individuals made up of separate parts, not as complete individuals who integrate all domains. This results in cognitive subject matter driving the curriculum with a view of learning based on test results. The focus of such a classroom is only on academics.

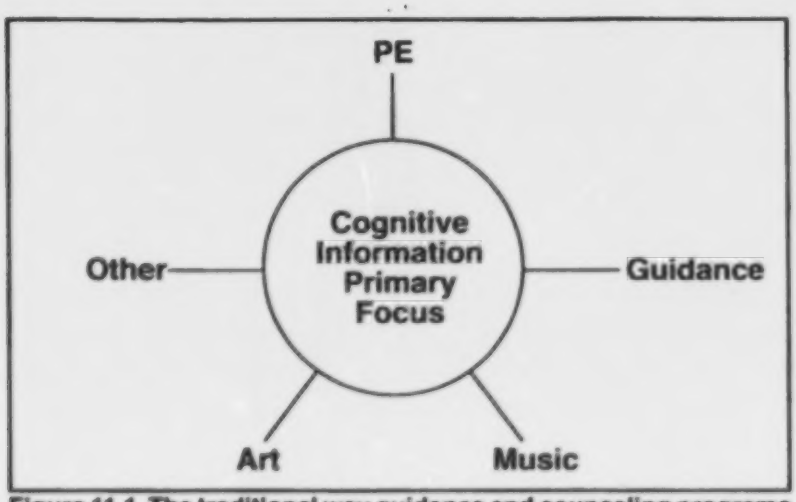

Figure 11.1 The traditional way guidance and counseling programs are viewed and implemented outside the classroom.

Are the essential elements discussed in Chapters 4 through 8 needed for maximum student learning? Can students' personal, social, emotional, and behavioral skills occur constantly and not affect learning? Based on what the education community has learned about education over the years, classrooms need the essential elements integrated within them for students to reach learning goals. Such integration supports learning in all domains and student success.

I consider classrooms that integrate the essential elements with the best practices of traditional classrooms to be "real classrooms." They identify and implement all factors needed for student results. The developmental guidance system discussed in Chapter 9 is at the heart of real classrooms.

The Real Classroom

The real classroom, as illustrated in Figure 11.2, recognizes that education is a human experiential process achieved through interaction with students. In it, students are viewed holistically, and the learning environment is centered on students' developmental needs and a healthy, balanced classroom climate.

Guidance process skills of effective communication, cooperation, collaboration, facilitation, and responsible interaction are central skills to the learning process in all curriculum areas. For example, students in math, reading, or drama class need to use communication skills, work with other students, and interact with other students in a responsible way in order to learn the content information being taught. Further, lifelong learning is a process that needs to be addressed in all domains of a student's life, not just academics. Students need to learn developmentally appropriate information about such things as decision making and problem solving as well as math and social studies. Also, behavior and the self-talk/self-pictures process need to be viewed as part of learning and as central to lifelong learning in all domains, pre-K–12 and beyond. For example, students learning a math concept needs to be considered equally important to students learning a positive attitude toward math and self-talk/self-pictures that support a positive attitude. Both affective and cognitive skills are needed for lifelong learning.

A comprehensive, developmental guidance system creates the real classroom. In doing so, the classroom becomes a "life lab" for essential skill development in all domains. A life

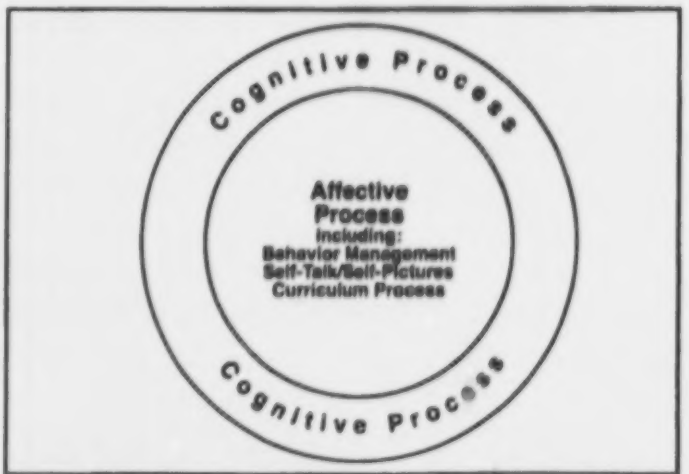

Figure 11.2 The way comprehensive, developmental guidance systems are the heart and constant in all classrooms.

lab is a classroom in which students of all ages learn, experience, and apply the essential skills needed for life. The classroom life lab creates a multidimensional, dynamic learning experience versus the linear, one-dimensional approach of the traditional classroom. Students develop a conscious and intentional frame of reference for behavior and choices that can be applied throughout life.

The components of the system develop a central core that generates all learning interactions. This systems model and systemic process include the following:

- cooperative learning
- facilitative processes
- peer listening
- a solid self-concept approach
- the core skills needed to manage conflict
- the process to create an inviting environment

Academic curriculum builds on this process. The only constants in a classroom are the personal, social, emotional, and behavioral interactions that affect everything. No matter what is being taught, the following is true:

- students' self-awareness, personal skills, and perceptions influence and often determine results
- social interactions and perceptions influence and often determine results
- emotions occur constantly and influence and often determine results

- behavior occurs constantly and influences student learning

The developmental guidance system benefits all students. Through the program, students and staff learn and experience

- a positive behavior management plan,
- a positive self-talk/self-pictures plan,
- a student skill and curriculum plan,
- a staff skill development plan,
- a family support and development plan, and
- an accountability process.

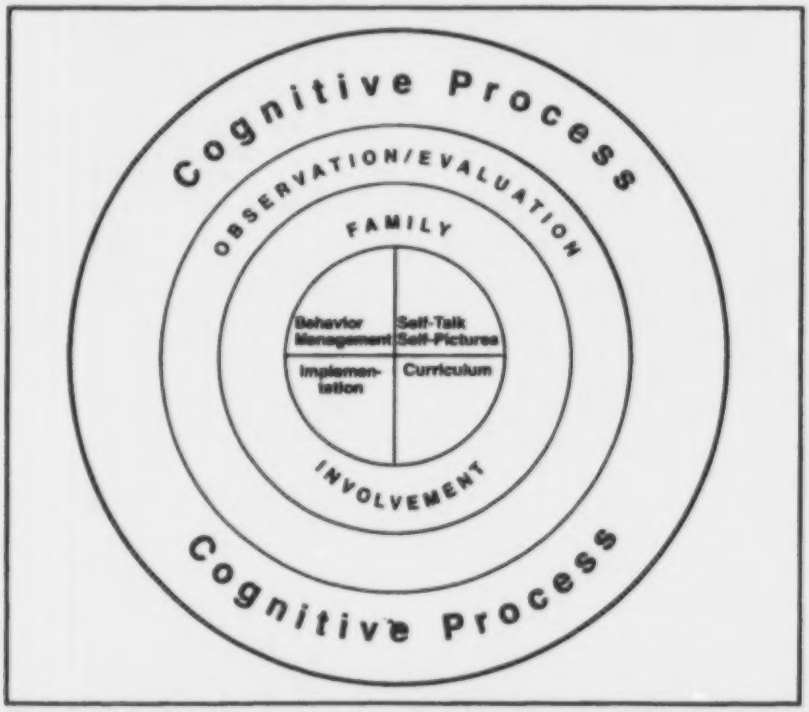

Figure 11.3 The comprehensive, developmental guidance system shown in Figures 9.1 and 9.2 are integrated in the real classroom in Figure 11.2.

The developmental guidance system is the foundation of the guidance and counseling program and the heart of the real classroom.

Table 11.1 A Partial List Comparing Traditional and Real Classrooms

Characteristic	The Traditional Classroom	The Real Classroom
RULES	Established by the teacher. Given at the first of the year. Usually not public.	Students are involved. Public, posted, and practiced. Reviewed periodically in class meeting.
CONSEQUENCES	Punitive. Not related to the offense. Not consistent.	Predictable. Logically related to the offense. Consistent.
CAUSES/ SYMPTOMS	Symptoms are treated.	Causes are sought.
RESPONSIBILITY FOR BEHAVIOR	All with the teacher and school.	Mostly with students.
RESPECT	Only earned by better students.	Deserved by all students.
MOTIVATION	Extrinsic from the teacher. Based upon rewards and punishment.	From peers, self, and teacher. Logical, understood consequences.
SUCCESS	Occasional, for better students.	All students each period and/ or day.
PEER INFLUENCE	Minimized. Seen as a disruption.	Encouraged at all levels/ between levels.
INCREMENTAL IMPROVEMENT	Not considered as change.	Seen as essential behavior.
PARENTS	Seen as potential allies and punishers.	Generally used as support. Helpful interactions with the total system.
BEHAVIOR	Generally repressed.	Seen as a source of understanding.

Table 11.1 (Continued) A Partial List Comparing Traditional and Real Classrooms

Characteristic	The Traditional Classroom	The Real Classroom
SELF-CONCEPT	Not included or isolated experience and information.	The self-concept series infused throughout.
SELF-TALK/ SELF-PICTURES	Not included.	Taught and included. Ongoing.
GUIDANCE CURRICULUM SYSTEM	Disconnected from the classroom. Seen as an extra.	Implemented with a systems approach. Integrated into everything.
OBSERVATION / EVALUATION	Not done. Negative focus. Information seen as a threat.	Positive focus. Adjustments made based on results.
CLASSROOM	Individualized. Competitive. Isolated content instruction.	Cooperative groups. Encouraging. Facilitative. A life lab.

SECTION FOUR

Solutions for Student Success

Chapter 12

Developing Spirit, Purpose, and Potential

Overview of Solutions for Challenges

To this point in the book, I have laid out a vision of education for today's world and the future. I have presented new strategies and focus that can transform schools into life labs for student learning and life success.

Section One discussed challenges impacting education and students. Challenges discussed were general to society, specific to student issues, or a combination of the two. As discussed, all challenges, both societal and specific to students, require affective skills for solutions.

Section Two identified essential elements to consider in order to meet those challenges. We looked at elements such as self-concept development; characteristics of healthy people; skills needed for success; and personal, social, emotional and behavioral skills. We saw that an expanded vision of academic success, conditions necessary for learning and change, and a positive school climate are key factors needed for solutions.

Section Three outlined a plan and models to follow based on the essential elements discussed in Section Two. One model is a developmental guidance system. As explained, this model forms the heart of the real classroom and the foundation of the second model, the school guidance and counseling program. The developmental guidance systems model includes a process for implementing the essential elements discussed in Section 2.

In this section, we will apply the plan and models from Section Three to solutions for the challenges discussed in Section One. This gives educators a plan to follow in addressing specific issues.

Information Needed for All Solutions

The developmental guidance systems model, shown in Figure 12.1, and the developmental guidance and counseling program schoolhouse model, shown in Figure 12.2, provide the basis for solutions in education and life. For example, solutions for academic, character education, and bullying challenges can be attained by implementing a developmental guidance system and the components, in part or in total, of a school guidance and counseling program.

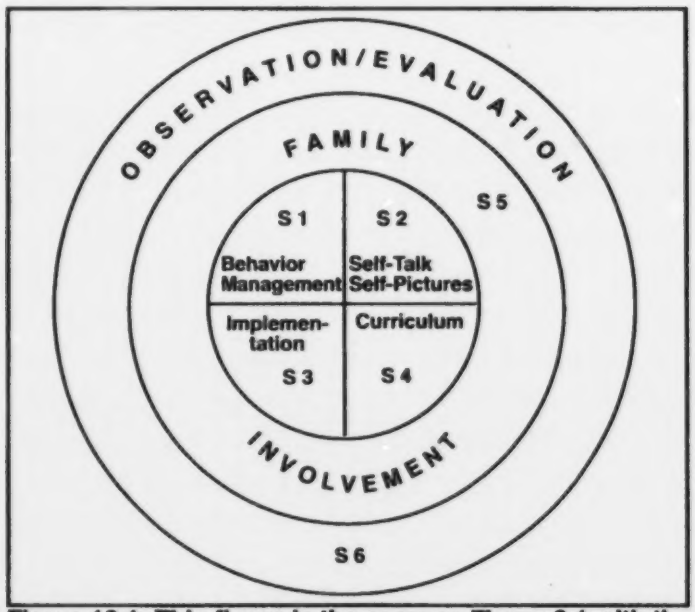

Figure 12.1 This figure is the same as Figure 9.1 with the letters and numbers S 1 through S 6 added. For the remainder of the book, this figure will be referred to as S 1–6. This is the model for a comprehensive, developmental guidance system for classrooms and schools. It includes the necessary components for success.

In order to discuss the application of these models to specific challenges, numbers have been assigned to each model. S 1–6 refers to the components of the developmental guidance systems model and SH 1–8 refers to the components of the developmental guidance and counseling program model. These numbers are located under the heading of each solution discussed in this and the following chapters. The icons of the model and the corresponding numbers give a visual formula of solutions in addition to the written discussion.

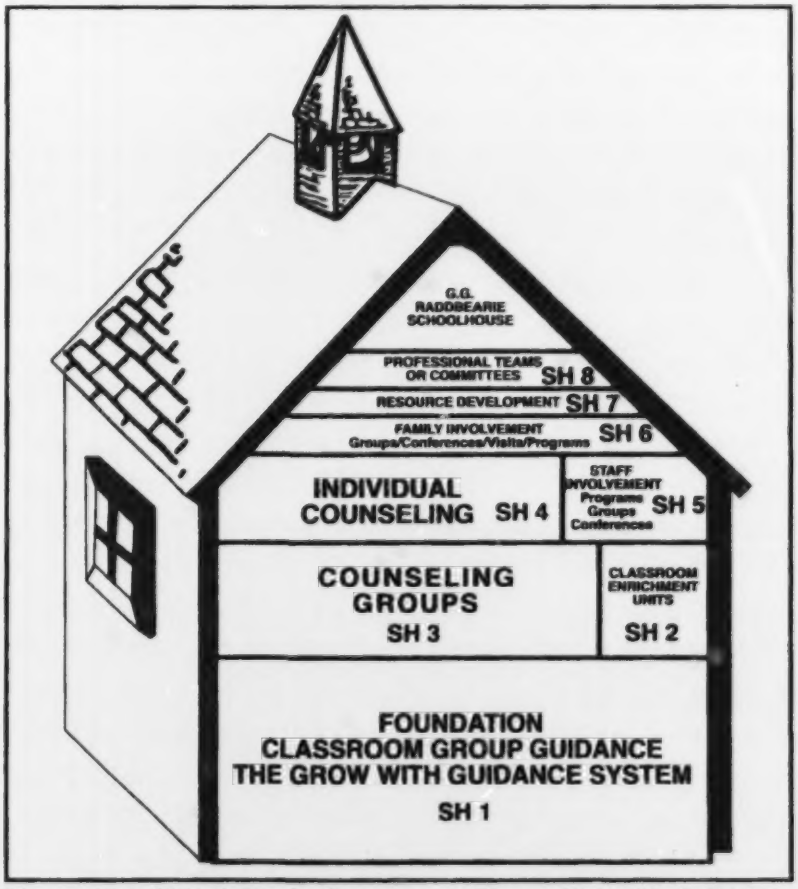

Figure 12.2 This figure is the same as Figure 10.1 with the letters and numbers SH 1 through SH 8 added. For the remainder of the book, this figure will be referred to as SH 1–8. This is the model for the components of a guidance and counseling program. The foundation is a comprehensive, developmental guidance system. All components of the guidance and counseling program are built from this foundation. Components are interactive, interrelated, and interdependent.

As shown in Figure 12.3, the developmental guidance system itself (S 1–6) becomes the foundation (SH 1) of the developmental guidance and counseling program. Because S 1–6 becomes the first component in the schoolhouse model, S 1–6 and SH 1 are one and the same. Each time they appear in the text, they refer to a developmental guidance system. Note that both the developmental guidance system and the guidance and counseling program include the self-concept series and weave.

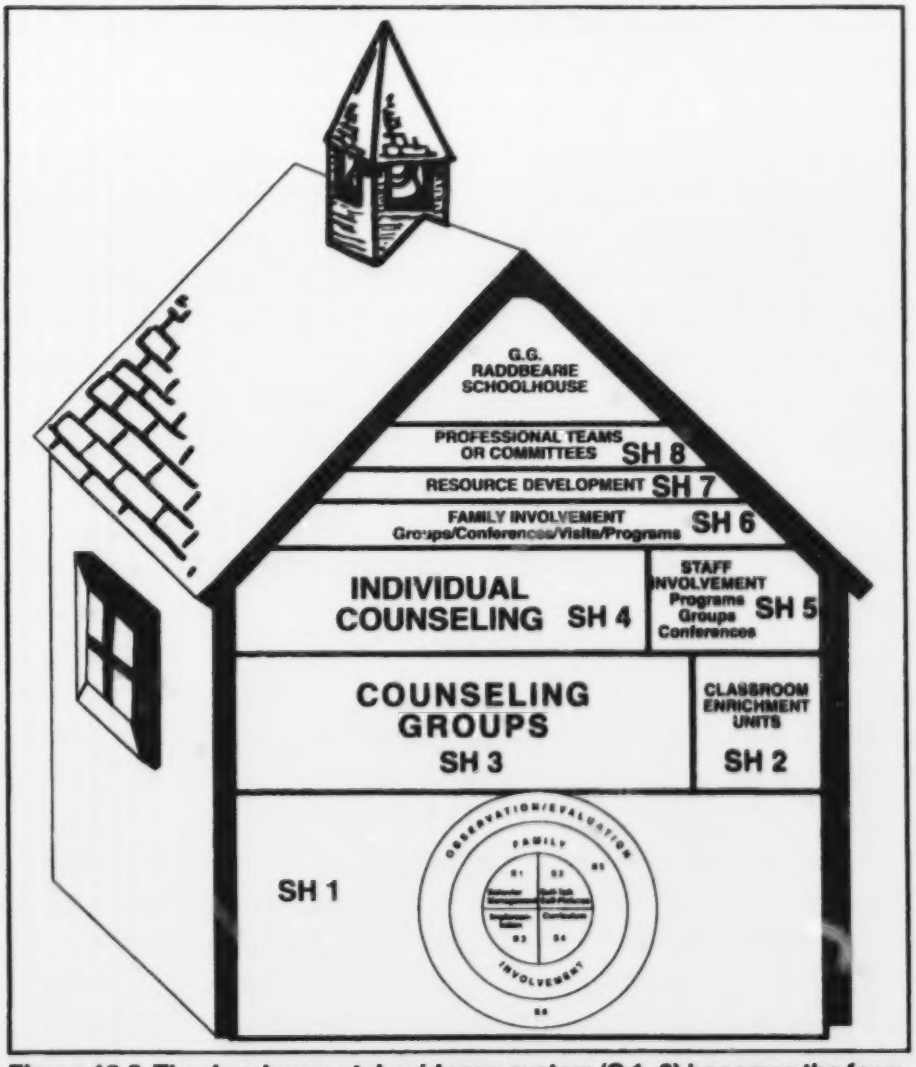

Figure 12.3 The developmental guidance system (S 1–6) becomes the foundation of the overall guidance and counseling model (SH 1–8). In this model, S 1–6 is labeled as the first component, SH 1.

The suggested solutions discussed in Section Four offer an innovative and comprehensive way to address the challenges discussed early in the book. Again, under each challenge presented, a visual formula shows which components of the guidance system and guidance and counseling program can be combined to create a solution. The accompanying text explains the role each piece plays. In each case, the approach outlined supports the development of students' spirit, purpose, and potential.

Solutions for General Challenges

Self-Concept Development

S 1–6

SH 1, 2, 5 & 6, perhaps SH 3 or 4

Integration of the Self-Concept Series & Weave

Information about and a discussion of the importance of self-concept development was discussed in detail in Chapter 4. The developmental guidance system (S 1–6/SH 1) affects the ongoing development of self-concept. As a result, when the system is implemented, environments and quality relationships that support and invite students are frequently "talked and walked." This comprehensive and developmental systems approach identifies what needs to be done to engender positive self-concepts and outlines a plan to do it.

In the above formula, classroom enrichment units (SH 2) on various topics that affect students are introduced to students to further support the development of this important area. These experiences on topics such as abuse, loss and grieving related to the death of a person or pet, and divorce provide students with information and the opportunity to clarify and modify self-perceptions that result from their experiences. In some cases, students may benefit from small group or individual counseling (SH 3 & 4) with the school counselor.

In addition, staff and family programs and groups (SH 5 & 6) help family members and educators learn ways to support themselves and students. Program topics such as effective communication and identifying strengths and challenges may be offered.

The self-concept series and weave also needs to be taught and modeled to educators, family members, and other people in the school who interact with students. This process needs to be integrated into every component, program, and activity experience.

Students can develop their spirit, purpose, and potential when

- needed personal, social, emotional, and behavioral skills are taught,
- time spent on self-development is viewed as important and necessary,
- this important self-concept foundation is planned and implemented, and
- the educational community and families view students holistically.

Academic Achievement and Academic Success

Appropriate "Subject Matter" Instruction

We discussed the importance of academic achievement in Chapters 1, 4, and 6. In order for students to experience academic success, schools need to include a developmental and holistic guidance system plan. Such a plan supports the ongoing development of academic achievement.

Academic success requires a major focus on the personal, social, emotional, and behavioral skills developed through a developmental guidance system (S 1–6/SH 1). This comprehensive approach supports student development of strong self-concepts-as-learners.

The developmental guidance system (S 1–6/SH 1) can result in creating an inviting school climate. The inviting school climate, discussed in Chapter 8, creates a classroom rich in dialogue and cooperative learning strategies. Students are better prepared to handle anxiety and stress within a learning environment and ask for help when needed in such an environment. As a result, students are better able to focus on learning core information.

Other benefits of implementing a developmental guidance system (S 1–6/SH 1) include students acquiring skills that support handling the vast information network. Students learn how to determine and access pertinent information. More students will be prepared to

- apply and use higher-ordered thinking,
- handle change,
- see themselves as capable of adapting to and handling transition, and
- have a clear understanding of themselves in order to know where they belong in school and society and how they can contribute.

The change process and learning were addressed in Chapter 7. In the proposed formula, information and experiences required to support change are built on the developmental guidance system (S 1–6/SH 1), with additional experiences and information offered through classroom enrichment units

(SH 2). A developmentally appropriate study skills unit is an example of a classroom enrichment unit that benefits students' learning.

In addition, staff and family programs (SH 5 & 6) provide educators and family members with ideas that support student success. Community resource members (SH 7), such as agencies, service groups, and specialists, may network with a school district to offer additional information and service-learning opportunities.

Quality instruction in all content and subjects is also essential and builds on the developmental guidance system foundation (S 1–6/SH 1). Educators need to use the best instructional practices in all areas to support student learning. Additional resources (SH 8) within a school district and community need to be included in the learning plan when additional assistance is needed. Examples of additional assistance are tutoring and diagnostic testing.

Students can develop their spirit, purpose, and potential when

- the educational community and families view academic learning as an integrated experience for students,
- the educational community and families have a holistic view and focus of what academic success constitutes,
- educators teach higher-ordered thinking and measure academic accomplishments in a broad way,
- educators teach students and not just subjects,

- educators help students see the relevancy and application of what they learn, and
- the educational community focuses on life-long learning.

School Improvement and Redesign

S 1–6 SH 1–8

Professionals in public schools and higher education institutions understand that it is necessary to change to better meet the needs of students. A developmental guidance system and guidance and counseling program (S 1–6 & SH 1–8) are essential to include in order for a school improvement process to be successful. Experiences and skills such as relationship building, positive communication, problem solving, and effective leadership are needed for desired school improvement and redesign results. The system and program (S 1–6 & SH 1–8) become the foundation of a new vision for schools. This vision commissions schools to address the development of the whole student who can function, contribute, and succeed in today's world.

A developmental guidance and counseling program (SH 1–8) is essential to support students through the change process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units, staff and family development, resource development, and professional teams and committees. The foundation, developmental guidance (S 1–6/SH 1), is a priority. Also, quality educational teams, instruction, technology, community support, and financial resources are key.

Students can develop their spirit, purpose, and potential when

- schools move beyond adding computers and calling it school improvement,
- the educational community acknowledges relationships within a school as an integral part of the improvement plan,
- the educational community, families, and other societal groups have a broad focus of academic achievement and success, and
- educators create schools that are life labs and meet the needs of our changing world.

Technology Development and Application

Appropriate Technology Instruction & Equipment

Competence in the use and application of technology is a basic requirement for modern-day students. Technology is growing in importance, and all areas of life require the use of technology at some level. The developmental guidance system (S 1–6/SH 1) helps provide the ongoing developmental skills needed for students to learn technology. Also, students learn to apply technology in constructive and ethical ways as a result of the ongoing emphasis of the self-concept series and weave and the development of essential learning skills such as decision making and problem solving.

In the formula above, classroom enrichment units (SH 2) create technology skill experiences and provide additional information regarding technology and responsible uses of it. Staff and family programs (SH 5 & 6) provide similar information and experiences for family members and educators. Opportunities for all to improve in the necessary competency skills are included in these programs. An

example of an enrichment program for students that can be used as a program for educators and families is a unit regarding safety on the Internet. This unit would apply previously learned problem-solving strategies to different Internet situations and would discuss communication needed between students, families, and educators in each situation.

Teams and committees of school, family, and community groups (SH 7 & 8) also may be helpful in developing a technology plan and determining available resources.

Students can develop their spirit, purpose, and potential when

- all students have equal access to technology,
- students see themselves as able to learn the information necessary to be competent with technology, and
- the development of the whole student including personal, social, emotional, and behavioral skills is considered when determining technological skill competence.

Gender Equality

S 1–6 SH 1, 2, 5, 6 & 7

Developmental guidance systems (S 1–6/SH 1) also affect the ongoing development needed for gender equality. With such a system in place, students grow as individuals based on unique qualities nurtured through educational experiences. For example, students learn they are equal when they experience the self-concept series and weave. They learn about their unique differences in developmental guidance experiences and learn ways they can contribute

because of their differences. Students experience developing their strengths and learning to value the contributions of others in both genders.

In the proposed formula, classroom enrichment units (SH 2) provide additional information and experiences regarding gender equality. An enrichment program that discusses successful men and women in different careers is one example.

Staff and family programs and communication (SH 5 & 6) about gender information are also organized and implemented. Resources (SH 7) that can provide programs and information are developed through a school district and community.

Students can develop their spirit, purpose, and potential when

- people assess whether someone can or cannot do something because of their characteristics, strengths, and skills,
- career paths are chosen based on qualities, strengths, and skills,
- emotions are accepted in ways that are appropriate,
- what students are able to learn is determined by equal access and encouragement, and
- limitations aren't accepted because of gender stereotypes.

Multicultural Sensitivity and Understanding

S 1–6

SH 1, 2, 5, 6 & 7

Many schools have pursued actions to cultivate and promote cultural understanding. These efforts are a beginning that can be expanded by implementing a developmental guidance system (S 1–6/SH 1). A developmental guidance system affects the ongoing development of multicultural sensitivity and understanding in a conscious and intentional way. Through such a system, skills needed for cultural sensitivity and understanding are taught and experienced.

In the formula, classroom enrichment units (SH 2) provide additional information and experiences regarding multicultural sensitivity and understanding. A unit that discusses different cultural customs and dress is an example of an enrichment experience that builds on self-awareness and other awareness experiences from the guidance system (S 1–6/SH 1).

Staff and family programs and communication (SH 5 & 6) on multicultural issues are also organized and implemented. These programs can enhance understanding between different people and cultural groups.

In addition, resources (SH 7) are developed through a school district and community. Community groups can provide programs and information about different cultures. This process cultivates and develops cultural understanding that enriches students' quality of life.

Students can develop their spirit, purpose, and potential when

- a plan is in place in which all cultural groups can dialogue and work together,

- a plan is in place for educators to stay current on cultural issues,
- various groups are present in a school and are included on projects,
- the educational community integrates information about all groups for all to learn,
- the educational community identifies ways of learning to respect others and value differences as a strength, and
- educators, families, and the community see all students as people and learn to value them on a personal level.

Sexual Orientation Sensitivity and Understanding

S 1–6

SH 1, 2, 5, 6 & 7

Developmental guidance systems (S 1–6/SH 1) impact the ongoing development of sexuality sensitivity and understanding. With this kind of system in place, students learn more about themselves and others and gain communication skills and an ability to discuss feelings. Then they are better equipped to discuss their sexual changes and challenges with parents and adults they trust.

Classroom enrichment units (SH 2), also represented in the formula, provide additional information and experiences for students regarding sexuality based on information related to individual differences. Topics such as maturation, health issues related to sexuality, and early sexual involvement are included as appropriate.

Staff and family programs and communication (SH 5 & 6) regarding student sexuality are also organized and implemented. Staff and families benefit from programs that teach ways to communicate with students about sexuality issues. In addition, resources (SH 7) that can provide programs and information are developed through a school district and community.

Problems occur when people have no accepted way to discuss feelings and differences in people related to sexual orientation and sexuality. These can be a very uncomfortable topics for many. The outlined plan in the formula is a proactive way to support all students.

Students can develop their spirit, purpose, and potential when

- people within the school and community are judged by their positive behavior and not personal characteristics,
- students don't hear derogatory remarks about people with same-sex orientation,
- hurtful comments are not allowed, and
- students are open about their internal forces and drives with someone who cares and is nonjudgmental.

Sexual Harassment

S 1–6

SH 1, 2, 5, 6 & 7

Programs that address sexual harassment are important in workplaces, communities, and schools. Educators need to explain to students how to belong, interact, and contribute

in socially appropriate and respectful ways. Skills needed for healthy relationships between people are learned through the developmental guidance system (S 1–6/SH 1).

Classroom enrichment units (SH 2) provide additional information and experiences regarding healthy relationships that prevent sexual harassment. An example is asking students to find books and stories that demonstrate healthy relationships and ways people handle difficulties. In discussing their findings, students have an opportunity to talk about harassment and discover ways to respond in harassing situations.

Staff and family programs and communication (SH 5 & 6) are also organized and implemented. These programs focus on increased awareness, ways of addressing challenges, and ways to apply skills learned through developmental guidance system experiences (S 1–6/SH 1). Resources (SH 7) that can provide programs and information regarding sexual harassment are developed between a school district and community.

Students can develop their spirit, purpose, and potential when

- sexual harassment programs are not isolated programs of information,
- students are not permitted to tease and embarrass others,
- students see themselves as able and powerful enough to handle difficult situations,
- students understand how to be assertive, and
- students have basic personal, social, emotional and behavioral skills.

Sensitivity to and Understanding of Persons with Disabilities

S 1–6

SH 1, 2, 5, 6 & 7

Information about persons with disabilities was discussed in Chapter 1. We learned that all people have some things they are able to do and some things they are not. In this formula, educators work with students in a way that promotes focusing on what they do have instead of what they don't have. This is not to deny personal struggles that exist no matter the type and degree of the disability. The goal is to have disability become just one characteristic of a student in her own and others' minds, not the main focus and distinguishing trait. Parents' and educators' ability to help accomplish this task may determine the impact a disability will have on a student's life.

Implementing the developmental guidance system (S 1–6/ SH 1) impacts the ongoing development needed for sensitivity to and understanding of people with disabilities. Classroom enrichment units (SH 2) provide additional information and experiences regarding individual differences, imperfection and perfection, disabilities, and ways of helping and supporting others.

Staff and family programs and communication (SH 5 & 6) regarding support for and information about different types of disabilities are also organized and implemented. Resources (SH 7) that can provide programs and information are developed through a school district and community. One example is offering training programs for people in charge of caring for disabled children.

The goal is adults knowing and remembering that all students can learn and use their unique challenges as assets.

Creating environments where all students are expected to work and contribute based on their sets of abilities is essential.

Students can develop their spirit, purpose, and potential when

- educators include people in a program regardless of a disability,
- people see what someone **can do** instead of what someone cannot do,
- people view disabilities as being one characteristic of a person, and
- someone's worth is not attached to an illusion of perfection, and
- schools and communities celebrate differences.

Invitational Education

S 1–6

SH 1, 5, & 8

The important role of an inviting classroom climate was discussed in Chapter 8. Invitational education's balanced approach to the teaching and learning process is essential if schools want to invite students to become self-actualized, fulfilled human beings.

By implementing a developmental guidance system (S 1–6/ SH 1), schools can reach the goals of invitational education, have a conscious and intentional plan, and have a process to support and maintain an inviting school. In addition, implementing a developmental classroom group guidance system can result in creating an inviting climate in each classroom.

Staff involvement (SH 5) can expand an inviting climate throughout each school in a school district. Staff programs and communication about invitational education are organized and implemented. Personal and professional growth plans can help all staff members build on their strengths and learn skills to improve. This supports an on-going growth process that can inject energy, enthusiasm, and positive attitudes into day-to-day experiences.

Professional teams and committees (SH 8) may develop a strategic invitational plan. The teams and committees can offer ways to engage people and assess progress.

Students can develop their spirit, purpose, and potential when

- there is a plan for change that is an integral part of the day-to-day operation of a school,
- there is a conscious plan to support the self-concept development of all within a school,
- the perception of students, staff, and families regarding school relationships, procedures, and policies is communicated and modified when it is destructive,
- personal, social, emotional, and behavioral skills are taught,
- students provide ongoing feedback to educators as to their day-to-day experiences in school, and
- there is an intentional process for consciously creating an inviting environment for all students.

Chapter 13

1 + 1 = 3

Student Skill Development Solutions

In this chapter, specific skill-development solutions are addressed: **emotional intelligence, social skills, conflict resolution and peer mediation, peace education, character education,** and **school-to-career.** These skill-building areas are generally recognized as essential for life success. However, programs designed to address these skill areas are typically one-dimensional and linear in nature, while the areas themselves are not linear but multidimensional and dynamic. For example, in order to learn emotional intelligence, students need more than isolated lessons about the related skills. They also need to see and experience those skills practiced in classrooms and life situation on an ongoing basis. A multidimensional and dynamic approach to skill building is needed that can synergize information in ways that support the development of these essential skills.

Synergy is the use of cooperative action or force. A practical way of thinking about this phenomenon is in the statement, The whole is equal to more than the sum of its parts, or 1 + 1 = 3. When educators teach a separate part of a large skill or concept, students understand that piece of information in a linear, one-dimensional way. Students will not understand the whole process and integrate those changes into life, however, unless the parts are cooperatively linked. This requires a system that is as dynamic and multidimensional as the skill building area being taught.

For example, most people would agree that it is important to be respectful. To teach the concept of respect to students,

educators can define the word, make it the "word of the month", and so on. This is a linear approach to teaching the meaning of respect. In reality, the concept of respect is dynamic and multidimensional in nature. It can best be learned by teaching information about respect, seeing it put into practice, and relating behaviors and experiences that occur in the classroom life labs. Students can learn to become respectful people if the skill is taught in this 1 + 1 = 3 manner.

The following solutions to these skill-building challenges take a 1 + 1 = 3 approach. As in Chapter 12, each challenge includes a solution represented by a visual formula. The formula is then explained by the accompanying text. Each skill building area represented is essential for success in today's world and to support the development of students' spirit, purpose, and potential.

Emotional Intelligence

Professionals in the educational community know that emotional skills can be taught and that those skills affect performance. A developmental guidance system (S 1–6/SH 1) supports positive student–teacher and student–student relationships. This affects student emotional growth in a desirable way.

The system creates multidimensional experiences that impact the ongoing development needed for emotional intelligence. For example, a counselor may teach an emotional skill during a curriculum activity, such as ways to use words that communicate different feelings, called a feeling word vocabulary. In this case the teacher learns the feeling word vocabulary with students and follows up with them. Students then apply feeling vocabulary words to different activities in the classroom. Students and the teacher practice

expressing feeling vocabulary words during behavior-plan discussions. Students also apply feeling vocabulary words to self-talk and self-picture activities. In addition, family members receive a list of feeling vocabulary words to use at home. This developmental guidance process expands emotional skills and improves interactions between people.

Also in the proposed formula, staff and family programs and communication (SH 5 & 6) that explain emotional intelligence are important to organize and implement. Emotional intelligence was addressed in Chapters 4 and 5.

Students can develop their spirit, purpose, and potential when

- emotional intelligence development is not left to chance but is taught with a conscious and intentional plan,
- student success is not viewed as a test score but a performance skill set that includes emotional, personal, social, behavioral, and academic skills,
- the relationship between self-concept development and emotional intelligence is understood,
- emotional intelligence is approached in a systemic way, and
- people view emotional intelligence development as a necessity.

Social Skills

S 1–6

SH 1, 5, & 6

Many school districts are teaching social skills to students. It is important to expand their efforts with a developmental guidance system (S 1–6/SH 1). Developmental guidance systems include multidimensional experiences that affect the ongoing development of social skills. When social skills are implemented in conjunction with a developmental guidance system, they are integrated with and supported by other skills needed for student success, such as skills in the essential learning strands of self awareness, other awareness, self-control, decision making/problem solving, and group cooperation.

For example, a counselor may teach a social skill during a curriculum activity, such as using assertive behavior strategies instead of aggressive behavior. In this case, the teacher learns the skill with students and follows up with them. Students apply the skill to different activities in the classroom. Students and the teacher practice the skill during behavior-plan discussions and challenges. Students also apply the skill to self-talk and self-picture activities. In addition, family members receive information about the skill to use at home. This developmental classroom group guidance process expands social skills and improves interactions between people. Skills from past activities such as decision making and communication are integrated to expand learning application.

Staff and family programs and communication (SH 5 & 6) , also represented in the formula, are organized and implemented to explain ways of connecting classroom social-skill experiences to life situations. Chapters 4 and 5 provide additional information.

Students can develop their spirit, purpose, and potential when

- schools do not teach social skills in isolation from day-to-day experiences,
- the relationships in and climate of schools are integrated with social-skill development,
- the social-skill focus is on the assets and strengths of people and not on their deficits, and
- educators teach social skills with an understanding of how those skills are a component of personal, social, emotional, and behavioral development.

Conflict Resolution and Peer Mediation

S 1–6 SH 1, 2, 5, 6, & 7

In today's world, students' abilities to handle conflict can become a matter of life and death. It is imperative to do everything possible to help students learn how to handle conflict and confront people in an appropriate way. Conflict-management skills need to be taught with a multidimensional and dynamic approach.

Many schools have begun to respond to this challenge by offering conflict-resolution and peer-mediation training. This approach is a wonderful beginning but needs to be expanded. Conflict-resolution and peer-mediation programs are one form of enrichment program (SH 2) that can be offered. In order for enrichment programs to have long-term success, though, a developmental guidance system (S 1–6/SH 1) needs to be established as the foundation on which to build these

programs. The system foundation provides experiences that affect the ongoing development needed for conflict resolution and peer mediation. Students participate in an enrichment program (SH 2) about handling conflict and confrontation. The students draw upon the skills learned in the foundation to understand and use the conflict information. Then, enrichment programs such as the training and use of peer conflict managers and peer mediators, for some or all students, can be initiated more successfully because all students have the necessary foundation skills.

For example, a counselor may teach a self-control skill during a curriculum activity, such as identifying situations that are frustrating and ways of handling frustration. In this case, the teacher learns the skill with students and follows up with them. Students then apply the skill to different activities in the classroom. Students and the teacher practice the skill during behavior-plan discussions and challenges. Students also apply the skill to self-talk and self-picture activities. In addition, family members receive information about the skill to use at home. Then, when students participate in the enrichment program for conflict resolution, they relate their experiences about handling frustration to the topic of conflict resolution.

This developmental guidance process (SH 1–6/SH 1) applies to the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Skills learned from each strand are applied during the enrichment program (SH 2) for conflict resolution.

As shown in the formula, staff and family programs and communication (SH 5 & 6) are also organized and implemented regarding conflict resolution and peer mediation. Resources (SH 7) also are developed between a school district and community to provide programs and information.

Students can develop their spirit, purpose, and potential when

- conflict resolution skills are not taught in isolation,
- all students learn the skills that are needed,
- there is a clear plan as to how conflict resolution and peer mediation contribute to the school environment, and
- these skills build on a base of personal, social, emotional, and behavioral skills.

Peace Education

S 1–6

SH 1, 2, 5, 6, & 7

A developmental guidance system (S 1–6/SH 1) creates multidimensional experiences that affect the ongoing development of the skills needed for peace within and among individuals. Peace and global understanding are important goals that can begin to be met by creating peaceful personal relationships in homes, schools, and communities. Tolerance and respect of differences are basic in the guidance system process. Within it, students learn to celebrate differences and understand them nonjudgmentally to support more trusting relationships. The ability to trust and not fear what is different supports peace on a personal and global level.

For example, a counselor may teach an other awareness skill during a curriculum activity, such as feelings about differences. In this case, the teacher learns the skill with students and follows up with them. Students then apply the skill to different activities in the classroom. Students and the teacher practice the skill during behavior-plan discussions and challenges. Students also apply the skill to self-talk and

self-picture activities. At the same time, family members receive information about the skill to use at home. This developmental guidance process becomes a foundation and frame of reference in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation.

Also shown in the formula, classroom enrichment units (SH 2) provide information and experiences regarding individual differences, tolerance, and trust building. Students participate in an enrichment program about creating a peaceful school. The students draw upon the skills experienced and learned in the foundation to understand ways to create a peaceful school.

Within the suggested formula, staff and family programs and communication (SH 5 & 6) are also organized and implemented on these same topics. In addition, resources (SH 7) are developed between a school district and community to provide programs and information.

Students can develop their spirit, purpose, and potential when

- people do not accept judgmental attitudes that condone destructive behaviors,
- people focus on what is "right" with being different,
- hurtful acts of intolerance are not accepted so that others change or question their behavior,
- cooperating is more important than winning, and
- understanding is more important than being "right."

Character Education

S 1–6

SH 1, 2, 5, 6, & 7

Because people generally want to become and be involved with people who are trustworthy, respectful, responsible, fair, just, caring, solid citizens, it is important to help students develop the necessary skills to acquire these traits. Such skills can be taught through a guidance system (S 1–6/SH 1) that affects the ongoing development of character. These skills are just a portion of the skills taught through a developmental guidance system (S 1–6/ SH 1).

For example, the counselor teaches a self-awareness skill during a curriculum activity, such as ways one can constructively respond when angry. In this case, the teacher learns the skill with students and follows up with them. Students then apply the skill to different activities in the classroom. Students and the teacher practice the skill during behavior-plan discussions and challenges. Students also apply the skill to self-talk and self-picture activities. In addition, family members receive information about the skill to use at home. This developmental guidance process becomes a foundation and frame of reference in the essential learning strands of self, other awareness, self-control, decision making/ problem solving, and group cooperation.

Classroom enrichment units (SH 2), also shown in the formula, provide additional information and processes needed to experience and model character. Students participate in an enrichment program about character qualities, such as being a quality citizen. The students draw upon the skills they experienced and learned in the foundation to understand ways to enhance character qualities such as citizenship.

As part of the formula, staff and family programs and communication (SH 5 & 6) are organized and implemented

to teach character concepts educators and families want to see supported within a school, homes, and the community. In addition, resources (SH 7) can create a network among a school district, family, and community for program development and support.

Students can develop their spirit, purpose, and potential when

- schools have character education programs that are integrated with school environments where students practice new skills,
- people do not make excuses for destructive behaviors and are honest with themselves and others about those behaviors,
- character education qualities are taught as a component of personal, social, emotional and behavioral development, and
- students are expected to demonstrate desirable character traits and adults are expected to model them.

School-to-Career

S 1–6

SH 1, 2, 5, 6, & 7

Students need to be prepared to make the best career decisions possible because career choices are among the most important life decisions they will make. A developmental guidance system (S 1–6/SH 1) is essential in this process because it creates a foundation for personal, social, emotional, and behavioral experiences and skills needed for career development. The dynamic, developmental guidance system transforms the classroom into a "life lab" of opportunity

experiences as discussed in Chapter 11. These experiences are the basis for career success. Additional information regarding school-to-career appears in Chapter 2. Chapters 4 and 5 provide additional background information that may be helpful about this topic.

For example, the counselor may teach a decision-making skill during a curriculum activity, such as decision-making steps. In this case, the teacher learns the skill with students and follows up with them. Students then apply the skill to different activities in the classroom. Students and the teacher practice the skill during behavior-plan discussions and challenges. Students also apply the skill to self-talk and self-picture activities. Further, family members receive information about the skill to use at home. This developmental guidance process becomes a foundation and frame of reference in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation.

Classroom enrichment units (SH 2), another ingredient in the formula, provide additional information and experiences regarding careers and lifelong learning. Students participate in an enrichment program about careers. The students draw upon the skills they experienced and learned in the foundation such as decision making to determine possible careers to explore and consider.

As suggested in the formula, staff and family programs and communication (SH 5 & 6) are also organized and implemented to support student career development and success. In addition, resources (SH 7) are developed through a school district and community to provide career programs and information.

Students can develop their spirit, purpose, and potential when

- the skills needed to handle change are taught,
- personal, social, emotional, and behavioral skills are viewed as a priority,
- the educational community sees the importance of including personal, social, emotional, and behavioral skills as part of the core curriculum,
- the relationship between academic learning and careers is taught and explained, and
- classrooms are viewed as life labs for learning needed career skills.

Chapter 14

Empowering Students With Solutions

Empowering our students with solutions for destructive behaviors, many of which have been problematic for decades, is essential for students to develop their spirit, purpose, and potential. This chapter addresses the solutions to challenges students face with destructive behaviors. As in Chapters 12 and 13, the same format is used. Each specific challenge area is given, followed by a visual formula that can be combined to create a solution, and a discussion of the solution suggestions.

The first section of this chapter provides an overview of specific solutions for all self-destructive behaviors and then applies that overview to four challenge areas discussed in Chapter 3. Likewise, the second section of this chapter provides an overview of specific solutions for all destructive behaviors toward others and then applies that overview to three challenge areas discussed in Chapter 3. These overview solution formulas can be applied to many destructive behaviors that are challenges not specifically addressed in this book. A formula is also included addressing a positive response to global challenges discussed in the same earlier chapter.

Solutions for Self-Destructive Behaviors

S 1–6 SH 1–8 A Crisis Plan

The educational community and society know the importance of working to prevent self-destructive behaviors. The

developmental guidance system (S 1–6/SH 1) creates a foundation for the personal, social, emotional, and behavioral experiences needed to prevent self-destructive behaviors. These experiences impact student productivity, help students identify their possibilities, and support students' positive self-perceptions.

In addition, a developmental guidance and counseling program (SH 1–8) is essential to support students through this process. The program needs a developmental focus that includes a developmental guidance system, small group and individual counseling, classroom enrichment units regarding self-destructive behaviors, staff and family development, resource development, and professional teams and committees.

A developmental guidance system and guidance and counseling program (S 1–6 & SH 1–8) need to be implemented in individual classrooms and school buildings. This helps identify those students who don't know a helpful way to respond to life events and those who need professional assistance.

A crisis team (SH 8) responds to crisis and supports all students. A trained team and a crisis plan in all school districts are essential. During a crisis, such a team can assist students in applying skills learned in a developmental guidance system (S 1–6/SH 1). Information from classroom enrichment units (SH 2) can be an important link if the enrichment topic has already been taught. If not, that topic can be implemented after a crisis to provide additional support. In some cases, students may benefit from a referral to a school counselor for small group or individual counseling (SH 3 & 4) after a crisis occurs.

Students can develop their spirit, purpose, and potential when

- they have an understanding of their possibilities, encouraging personal growth,
- they understand that everyone loses when one person does not contribute,
- the benefits of productivity such as increased learning and positive self-concept and relationships are clear, and
- they perceive themselves as capable, unique, valuable, and special, thus understanding how important their contribution is.

Following are proposed plans for resolving the most common self-destructive concerns facing today's youth: **chemical dependency, student sexuality, eating disorders,** and **suicide**.

Chemical Dependency

S 1–6

SH 1–8

A Crisis Plan

Chemical dependency prevention has been a focus of educational efforts for many decades. The concern centers on drug and alcohol use and abuse. Because more and more students become involved with drugs despite current prevention efforts, schools, families, and the community know they need to expand what is being done to support student success. A developmental guidance system (S 1–6/SH 1) is a systemic solution that creates a foundation for the personal, social, emotional, and behavioral experiences needed to prevent chemical abuse.

In addition, a developmental guidance and counseling program (SH 1–8) is essential to support the prevention of chemical abuse and use. The program needs a developmental

focus that includes a developmental guidance system, small group counseling and individual counseling, classroom enrichment units regarding chemical use and abuse prevention, staff and family development, resource development, and professional teams and committees.

A crisis team (SH 8) responds to crisis and supports all students when emergencies related to chemical abuse occur. A trained team and crisis plan in all school districts are essential for responding to drug-related problems. During a crisis, this team can assist students in applying skills learned in a developmental guidance system (S 1–6/SH 1). Information from classroom enrichment units about chemical abuse prevention (SH 2) is also an important link, because when a crisis occurs, students are able to respond by using skills they have learned instead of just reacting to events. In addition, some students may benefit from a referral to a school counselor for small group or individual crisis counseling (SH 3 & 4).

The following is an example of the way this formula would work as a solution for chemical dependency. A counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are the self-concept series, a feeling vocabulary, and decision making/ problem solving skills. The teacher learns the skills with students and follows up with them. Students then apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan discussions and challenges. Students also apply the skills to self-talk and self-picture activities. In addition, family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning the process, students participate in a developmentally appropriate enrichment program (SH 2)

about chemical use. The students draw upon the skills experienced and learned in the foundation such as decision making to understand ways of applying the enrichment information. For example, student apply decision-making skills to choices about chemical use and abuse and determine consequences of their choices.

In addition, as part of the formula, students are referred or can refer themselves to educational groups with a school counselor (SH 3) for chemical-use prevention. The counselor provides individual counseling (SH 4) to those students who need additional support.

As another ingredient, staff and families receive information and training about chemical use and abuse through programs and groups (SH 5 & 6). Community resource members (SH 7) that specialize in chemical dependency treatment and support are also invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can also plan programs to give additional support and information.

Schools, communities, and families can break the cycle and help students develop their spirit, purpose, and potential when

- the educational community and societal groups do not view drug-free school programs in isolation,
- schools have an environment in which all students are expected to include everyone in activities and projects,
- the educational community assesses and evaluates existing programs, and

- educators place personal, social, emotional, and behavioral development at the heart of drug-free school programs.

Student Sexuality

S 1–6

SH 1–8

Students need to receive the necessary support, information, and skills needed to stay safe and make sound decisions about their sexuality and sexual conduct. The developmental guidance system (S 1–6/SH 1) creates a foundation for the personal, social, emotional, and behavioral experiences needed to support students as they develop in their sexuality. Students gain self and other awareness, communication skills, self-control, and decision-making skills through the foundation experiences.

A developmental guidance and counseling program (SH 1–8) is also essential throughout this process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units regarding student maturation and sexual development, staff and family development, resource development, and professional teams and committees.

The following is an example of the way this formula would work as a solution for issues related to student sexuality. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/ problem solving, and group cooperation. Examples of skills taught are feelings related to various situations and the self-concept series. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan

discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning this process, students participate in a developmentally appropriate enrichment program about sexuality. The students draw on the skills experienced and learned in the foundation such as relating feelings to situations to understand ways of applying the enrichment information. For example, students apply information learned about feelings they experience in various situations such as puberty and dating relationships.

In context of the formula, students are referred or can refer themselves to educational groups with a counselor (SH 3) regarding sexuality and conduct. The counselor provides individual counseling (SH 4) to those students who need additional support.

Further, staff and families receive information and training about sexuality through programs and groups (SH 5 & 6). Community resource members (SH 7) that specialize in sexuality and human development are invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can also plan programs for students to give additional support and information.

Schools, communities, and families can break the cycle and help students develop their spirit, purpose, and potential when

- educators do not view student sexuality school programs in isolation,

- schools have an environment that includes and supports all students,

- communities, families, and school districts develop a plan for student sexuality education,
- broad input from school and community groups determine the program for the majority of students and families,
- school districts assess and evaluate existing programs, and
- schools place personal, social, emotional, and behavioral development at the heart of student sexuality education.

Eating Disorders

S 1–6

SH 1–8

A growing number of people, including school-aged children, suffer from eating disorders. It is important for educators to be aware of ways they can support students and prevent this self-destructive problem. One way is to implement a developmental guidance system (S 1–6/SH 1) that creates a foundation for the personal, social, emotional, and behavioral experiences needed to prevent eating disorders. Students can learn and develop a strong self-awareness and self-confidence through ongoing systemic experiences.

A developmental guidance and counseling program (SH 1–8) is essential throughout this process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units regarding eating disorders, staff and family development, resource development, and professional teams and committees.

The following is an example of the way this formula would work as a solution for eating disorders. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are the self-concept series, communicating feelings, and determining personal control boundaries. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning this process, students participate in a developmentally appropriate enrichment program (SH 2) about eating disorders. The students draw upon the skills experienced and learned in the foundation such as determining personal control boundaries to understand ways of applying the enrichment information. For example, students apply the information about determining personal boundaries to better handle their patterns of eating.

As another part of the solution, students are referred or can refer themselves to educational groups with a school counselor (SH 3) regarding eating disorders. The school counselor provides individual counseling (SH 4) to those students who need additional support.

In addition, staff and families receive information and training about eating disorders through programs and groups (SH 5 & 6). Community resource members (SH 7) that specialize in eating disorders are invited to collaborate with a school on enrichment programs and staff and family programs.

Professional teams and committees (SH 8) can plan programs for students to offer additional support and information.

Students can develop their spirit, purpose, and potential when

- the focus is on the essence of who a person is and not just the way a person looks,
- educators, families, and other adults teach students appropriate ways to feel better and gain control in life,
- doing one's best is more important than winning,
- cooperation is valued more than competition,
- schools have a plan for helping students build strong self-identities, and
- educators teach students personal, social, emotional, and behavioral skills to support their development.

Suicide

A Crisis Plan

A growing number of students are depressed, unable to focus on their work, and pessimistic regarding their future. Communities and schools need to take action with a comprehensive solution for suicide prevention. A developmental guidance system (S 1–6/SH 1) creates a foundation for the personal, social, emotional, and behavioral

experiences needed to prevent suicide. These experiences assist in early identification of student problems so all students learn how to support each other and ask for help.

In addition, a developmental guidance and counseling program (SH 1–8) is essential throughout this process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units on loss and suicide, staff and family development, resource development, and professional teams and committees.

A crisis team (SH 8) responds to crisis and supports all students when emergencies related to suicide occur. A trained team and crisis plan in all school districts are essential for responding to this problem. During a crisis, this team can assist students in applying skills learned in a developmental guidance system (S 1–6/SH 1). Information from classroom enrichment units (SH 2) about loss, depression, and suicide prevention are also an important link when a crisis occurs. Students are able to respond by using the skills they have learned instead of just reacting to events. In some cases, students may benefit from a referral to small group or individual counseling (SH 3 & 4) with the school counselor after a tragedy.

The following is an example of the way this formula would work as a solution for suicide prevention. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are a feeling vocabulary and communication skills. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning this process, students participate in a developmentally appropriate enrichment program (SH 2) about loss, suicide, and depression. The students draw upon the skills experienced and learned in the foundation such as learning a feeling vocabulary to understand ways of applying the enrichment information. For example, students apply their feeling vocabulary to situations that are troublesome so they can get the help they need before their situation escalates.

As another element in the proposed formula, students are referred or can refer themselves to educational groups (SH 3) with a school counselor for loss, depression, and suicide prevention. The counselor provides individual counseling (SH 4) to those students who need additional support.

Also staff and families receive additional information and training about loss, suicide, and depression through programs and groups (SH 5 & 6). Community resource members (SH 7) that specialize in suicide, depression, and loss are invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can also plan programs for students to give additional support and information.

Students can develop their spirit, purpose, and potential when

- they feel they are important and valued,
- schools have an ongoing process in place for communication within a classroom and school,
- cooperation is the main focus within classrooms,

- schools have programs that discuss loss and the permanence of loss,
- people involved with children know and see the warning signs of depression and suicide, and
- educators require and teach students to support each other and learn personal, social, emotional, and behavioral skills so they know how to support others.

Solutions for Destructive Behaviors Toward Others

S 1–6 SH 1–8

Students who demonstrate destructive behaviors toward others need adults to provide a proactive, developmental approach for their behavior patterns. Students can learn new, constructive skills to replace their destructive interactions. This occurs through the implementation of a developmental guidance system (S 1–6/SH 1). The system creates a foundation for personal, social, emotional, and behavioral experiences needed to support students in their development and prevent destructive behaviors towards others. The focus of such a system is on the desired helpful behavior. Within that framework, all behavior is used for learning. Chapters 4 and 5 discuss important background information for this section.

A developmental guidance and counseling program (SH 1–8) is essential throughout this process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units

for destructive behavior toward others, staff and family development, resource development, and professional teams and committees.

Students can develop their spirit, purpose, and potential when

- educators focus more on the ways they *want* students to behave,
- students learn personal, social, emotional, and behavioral skills,
- affective skill development is viewed as a priority, and
- student–teacher and student–student relationships and classroom climate are assessed and improved.

Following are plans for resolving the three most common destructive behavior toward others facing our youth: **school safety, abusive behavior,** and **bullying behavior.**

School Safety

S 1–6

SH 1–8

A Crisis Plan

Researchers and evaluation reports after a school tragedy occurs document that students report the need to belong in school. Many students also feel isolated and report that the most difficult place for them can be the classroom because of their treatment and experiences with peers and teachers. These concerns are at the heart of the efforts to create safe schools.

Chapter 8 addresses the need for an inviting, safe classroom climate. An inviting, supportive climate is usually one

of the results of implementing a developmental guidance system (S 1–6/SH 1). This kind of system is the foundation for the personal, social, emotional, and behavioral experiences needed to create safe schools and healthy student–teacher and student–student relationships.

A developmental guidance and counseling program (SH 1–8) is essential throughout this school safety process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units regarding safety and anger management, staff and family development, resource development, and professional teams and committees.

A crisis team (SH 8) responds to crisis and supports all students when emergencies related to school safety occur. A trained team and crisis plan in all school districts are essential for responding to such situations. During a crisis, this team can assist students in applying skills learned in a developmental guidance system (S 1-6/SH 1). Information from classroom enrichment units (SH 2) about school safety are an important link because students are able to respond by using skills they have learned instead of just reacting to events. In some cases, students may benefit from a referral to small group or individual counseling (SH 3 & 4) with a school counselor.

The following is an example of the way this formula would work as a solution for school safety. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are appropriate ways to express anger, the self-concept series, and decision-making steps. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-

plan discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning this process, students participate in a developmentally appropriate enrichment program (SH 2) about issues regarding school safety. The students draw upon the skills experienced and learned in the foundation such as appropriate ways to express anger to understand ways of applying the enrichment information. For example, students apply the information learned about appropriate ways to express anger to numerous school situations. This application can affect a student's ability to prevent violent behaviors and make helpful choices.

With this formula in operation, students are referred or can refer themselves to educational groups (SH 3) with a school counselor regarding school safety. The counselor provides individual counseling (SH 4) to those students who need additional support.

Further, staff and families receive additional information and training about safe schools through programs and groups (SH 5 & 6). Community resource members (SH 7) that specialize in safe schools and support are invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can also plan programs for students to give additional support and information.

Schools, families, and communities can break the cycle and help students develop their spirit, purpose, and potential when

- they feel connected with the schooling process,

- they feel comfortable being in a classroom,
- student–teacher and student–student relationships are viewed as a major factor in student safety,
- students see peers as someone to help and not someone to "beat," and
- students have learned the personal, social, emotional, and behavioral skills needed to communicate and belong.

Abusive Behavior

S 1–6

SH 1–8

Children who grow up in an abusive environment may have a difficult time knowing how to have relationships that are free of abuse. Many of those students are in today's classrooms. Schools need to create classrooms that demonstrate healthy relationships and teach skills needed to create a new student frame of reference. The developmental guidance system (S 1–6/SH 1) creates a foundation for personal, social, emotional, and behavioral experiences needed to break the cycle of child abuse and help abused children develop healthy relationships. Information from Chapters 4, 5, and 8 may provide useful information for this section.

In addition, a developmental guidance and counseling program (SH 1–8) is essential throughout this process. The program needs a developmental focus that includes a developmental guidance system, small group and individual counseling, classroom enrichment units regarding child abuse, staff and family development programs about abuse, resource development, and professional teams and committees.

The following is an example of the way this formula would work as a solution for abusive behavior. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are the self-concept series, communication skills, and a feeling vocabulary. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning the process, students participate in a developmentally appropriate enrichment program (SH 2) about different forms of abusive behavior. The students draw on the skills experienced and learned in the foundation such as communication skills to understand ways of applying the enrichment information. For example, students apply communication skills to express concerns they have about abuse.

As another part of the solution, students are referred or can refer themselves to educational groups (SH 3) with a school counselor regarding abusive behavior. The counselor provides individual counseling (SH 4) to those students who need additional support.

Beyond that, staff and families receive information and training through programs and groups (SH 5 & 6). Community resource members (SH 7) who specialize in abusive behavior and child welfare are invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can plan programs for students to give support and information.

Schools, communities, and families can break the cycle and help students develop their spirit, purpose, and potential when

- those in authority know and do not ignore child abuse warning signs,
- educators teach personal, social, emotional, and behavioral skills to all students,
- students learn how to have healthy relationships,
- the classroom climate is inviting,
- families receive the support and help they need, and
- a comprehensive plan for stopping child abuse and breaking the child abuse cycle is in place.

Bullying Behavior

S 1–6

SH 1–8

Bullying behavior is an age-old problem that is increasing in scope, frequency, and severity. Reported incidents include students from every socioeconomic level, geographic area, age group, culture, and gender.

Many students who are victims of bullying behavior are traumatized by constant and vicious verbal attacks that can result in aggressive interactions. Bullies have difficulty knowing how to belong and gain acceptance within a school and other groups. A need for attention and power at any cost and a tendency to direct anger toward others create fertile psychological ground for bullying behavior.

The developmental guidance system (S 1–6/SH 1) creates a foundation for personal, social, emotional, and behavioral experiences needed to break the cycle of bullying behavior and help would-be bullies develop healthy relationships. Students can find ways to belong, learn how to change their behavior patterns, and learn to interact constructively. These experiences help victims of bullying behavior as well as bullies. Additional information on this topic can be found in Chapters 4 and 5.

In addition, a developmental guidance and counseling program (SH 1–8) is essential throughout this process. The program needs a developmental focus that includes a guidance system, small group and individual counseling, classroom enrichment units regarding preventing bullying behavior, staff and family development programs about bullying behavior, resource development, and professional teams and committees.

The following is an example of the way this formula would work as a solution for bullying behavior. The counselor teaches skills in the essential learning strands of self, other awareness, self-control, decision making/problem solving, and group cooperation. Examples of skills taught are assertive versus aggressive responses to situations and appropriate ways to express anger. The teacher is learning the skills with the students and follows up with students. Students apply the skills to different activities in the classroom. Students and the teacher practice the skills during behavior-plan discussions and challenges. Students apply the skills to self-talk and self-picture activities. Family members receive information about the skills to use at home. For example, students apply assertive behavior skills to situation role-plays regarding bullies. Also, students role-play appropriate ways to handle anger and have positive relationships with peers.

This developmental guidance process (S 1–6/SH 1), explained above, expands to form a foundation and frame of reference. After beginning this process, students participate in a developmentally appropriate enrichment program (SH 2) about anger management and assertive behavior. The students draw on the skills experienced and learned in the foundation such as the difference between assertive and aggressive behavior responses to understand ways of applying the enrichment information.

As another step in the solution, students are referred or can refer themselves to educational groups (SH 3) with a school counselor regarding anger management and assertive behavior management. The counselor provides individual counseling (SH 4) to those students who need additional support.

In addition, staff and families receive information and training through programs and groups (SH 5 & 6). Community resource members (SH 7) who specialize in anger management and assertiveness training are invited to collaborate with a school on enrichment programs and staff and family programs. Professional teams and committees (SH 8) can help plan programs for students to give support and information.

Schools, communities, and families can break the cycle and help students develop their spirit, purpose, and potential when

- students feel connected with the schooling process,
- students are comfortable in classrooms,
- student–teacher and student–student relationships are viewed as a major factor in bullying behavior,
- students see peers as someone to help and

not someone to "beat,"

- educators teach and students learn the personal, social, emotional, and behavioral skills needed to communicate and belong,
- those in authority know and identify child-abuse warning signs,
- students learn how to have healthy relationships at school,
- classroom climates are inviting,
- families receive the support and help they need, and
- school districts, families, and communities have a comprehensive plan for stopping the cycle of destructive behaviors.

A Positive Response to Global Challenges: Pre-K–12 and Beyond

S 1–6 SH 1–8 **A Crisis Plan**

With the ongoing threat to world safety and security, parents, communities, and schools need to help adults and students develop skill sets that allow them to respond effectively when faced with a new challenge or trauma. Individuals knowing themselves and constructive ways to interact with others is essential.

Through experiences in the developmental guidance system presented (S 1–6/SH 1), students, staff, and families learn foundation skills in personal, social, emotional, and

behavioral areas that they can use when faced with a challenge or crisis. Examples of skills that result from having the system experiences are a sense of self, an ability to communicate on a feeling level, an ability to articulate a feeling vocabulary, knowing how to support others and ask for assistance, an ability to express anxiety in an appropriate manner, understanding the process for decision making, understanding short and long-term processes for problem solving, an ability to seek and accept feedback, an ability to work cooperatively in a group and team, and an ability to tolerate and appreciate people of different cultures.

As part of the solution, an enrichment unit (SH 2) regarding terrorism or other trauma and skills needed to respond to such events are important to include annually. This may be integrated with an enrichment unit on loss. Information for the unit may include information on loss, trauma, crisis, and anxiety. Training school staff about the information is important. Teachers, and in some cases community resource agencies, can implement the enrichment unit information in classrooms. Referrals to counseling groups (SH 3) can be made for students experiencing difficulty during unit discussion.

Student counseling groups (SH 3) on the topics of loss, positive interactions and communication, school safety, and fear of terrorism are beneficial for students who experience special difficulties. Balancing the group members with students using appropriate skills learned in the developmental guidance system (S 1–6/SH 1) is recommended. Students who need individual counseling (SH 4) pertaining to personal experiences can see a counselor privately.

Having a trained and confident staff (SH 5) during a challenge or crisis is also a priority. Staff need to be trained in how to respond to a terrorist attack or other trauma both personally and professionally. This benefits students who will receive

appropriate help from staff should a terrorist or other incident take place and staff members who will know how to help themselves and others.

Additional training for families (SH 6) on the topic is important. They need to be educated regarding terrorism or other trauma that exists and the school's crisis plan should an incident occur. They also need to be taught how to prepare for and respond to such an incident on personal and family levels.

Collaboration with community resource members (SH 7) provide rich opportunities to network that may be beneficial to everyone. It is important to develop relationships within a community for possible training and support. In many communities, professionals may come to a school and work with various programs as appropriate.

Professional teams and committees (SH 8), including crisis teams, also may support students and staff in certain crisis situations. In addition, school counselors may provide information such as the best way to support students at different developmental ages to appropriate members of the school district, family, and community.

Students can develop their spirit, purpose, and potential when

- schools have a program that discusses loss, trauma, and challenges such as the threat of terrorism,
- schools require and teach students to support each other and learn personal, social, emotional, and behavioral skills so they know how to support others,
- people do not accept judgmental attitudes that condone destructive behaviors,

- individuals refuse to accept hurtful acts of intolerance and change their behavior, and

- classrooms are life labs that help students develop a frame of reference for healthy and appropriate ways to function in life.

The Beginning

Our journey in considering school change has come to an end. Solutions for some of education's most pressing challenges have been presented. A plan to put these solutions to work has been clearly defined. The last step is implementation. What part will you play?

In this book, we have learned that the classroom can be transformed into a multidimensional and dynamic life lab. Students, pre-K–12 and beyond, can learn, experience, and apply essential skills needed for life. Students can develop a frame of reference inside the classroom that will empower them to succeed outside of it. They can be shown how to respond and not just react when life challenges occur.

Every student has unique talents and gifts to contribute to himself, his educational environment, his community, and the world. Within these pages, I hope you have discovered how educators can help students fulfill their maximum potential. After considering the ideas presented, I hope you now agree: A developmental guidance system and corresponding guidance and counseling program are essential for student success in today's world.

A Closing Note

The challenges, plans, and solutions outlined are the result of my journey to support students and make a difference in the way professionals approach education. Your comments and support are welcome. If you are interested in learning more about **The Grow With Guidance® System**, please contact me. The system includes everything you need to successfully implement the ideas in this book. As the Grow With Guidance creator and an educational consultant, I'm interested in working with you and helping you document your success. Together, we can create successful teaching and counseling for today's world. This can happen through the systemic approach discussed in this book, a shared vision, and a commitment anchored in the desire to truly educate all.

Best wishes for a successful journey,

Tommie

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Glossary of Terms

Glossary of Terms

Affective—Any areas relating to the affective domain.

Affective Domain—One of three broad types of learning; the affective domain is comprised of behaviors and processes that reflect feelings, emotions, attitudes, beliefs, ideals, perceptions, values, interests, appreciations, and adjustments.

Affective Skills—The broad range of development in the affective domain that include personal, social, emotional, and behavioral development and skills.

Behavior Management Component—A part of the developmental guidance system; a positive behavior plan for classrooms and schools; the desired external environment for student practice of guidance skills.

Behavioral Skills—Knowing how to act in a helpful way and how to establish and act within appropriate personal boundaries; understanding how to make decisions, solve problems, and assume responsibility for consequences.

Character Education—Educating people to be ethical and to have moral strength by teaching the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Children's Affect Needs Assessment (CANA)—A 42-question diagnostic curriculum assessment taken by students that provides student input into their classroom guidance curriculum activity selection; a diagnostic tool to involve students and create a sense of student ownership for guidance skill implementation and change (Note: ownership occurs when students "own" a problem and admit, recognize, and acknowledge personal needs and challenges that support assuming responsibility and commitment for change);

assessment questions asked in the five essential learning strands of the curriculum of The Grow With Guidance® System; one way to observe and evaluate change at the end of the school year through pre-post assessment; the student curriculum assessment included in The Grow With Guidance® System.

Class Meetings—Scheduled weekly time for a classroom of students and the teacher to think, discuss situations, and make decisions about their classroom experience; empowering students because their ideas, learning, and concerns are addressed; the length of the meeting may vary from week to week.

Congruence—Agreement; harmony; when two things coincide exactly in all their parts.

Cooperative Learning—An approach that is noncompetitive and structures educational activities so that students work together in order to complete a project; activities requiring students to assume different team roles during a group process; includes the essential elements of positive interdependence, face-to-face promotion interaction, individual accountability, social skills, and group processing.

Curriculum Component—A part of the developmental guidance system; a student curriculum plan for classrooms and schools; the desired essential skill activities and experiences for students to learn personal, social, emotional, and behavioral development.

Decision Making/Problem Solving—One essential learning skill area, or strand, of student curriculum activities and experiences; activities that teach and support decision-making and problem-solving skills.

Developmental Guidance System—An approach to teaching and learning personal, social, emotional, and

behavioral skills; offers ongoing student skill experiences based on students' stages of growth, including the environments (behavior management and self-talk/ self-pictures) and the skill opportunities (student curriculum and staff implementation skills, plus family involvement) for students to learn essential affective skills.

Ego—self-centered; egotism; views everything in relation to self; not to be confused with a concept in psychoanalysis that describes ego as the conscious part of the personality responsible for decision making.

Emotional Intelligence—An expanded view of human intelligence that is more than academic (IQ) but also emotional (EQ); a different way of being smart that includes self-awareness and impulse control, zeal and self-motivation, persistence, empathy and social deftness; emotional lessons a child learns that sculpt the brain circuitry; emotional lessons that strengthen and nurture emotional competence.

Emotional Skills—Knowing, identifying, understanding, interpreting, and using appropriate feelings; relating appropriate affective skills and attitude to self and others.

Essential Learning Strand—One area or category of the curriculum that is repeated every year; an ongoing thread of curriculum experiences taught in a certain area; the curriculum areas of self, other awareness, self-control, decision making/problem solving, and group cooperation that form the base of essential skills needed for personal, social, emotional, and behavioral development.

Facilitate—Using effective communication skills, such as paraphrasing and feeling reflection, and group skills, such as linking people's ideas, to engage and involve people in a classroom or group activity; the goal is for the facilitator to assist the group's progress by supporting the group's learning and growth.

Facilitator—A counselor, teacher, or other person who helps people understand information or a situation through self-discovery and relating to others.

Group Cooperation—*One essential learning skill area, or strand, of student curriculum activities and experiences; activities that teach and support teamwork and skills needed to work in groups.*

Holistic—An approach that considers the whole person rather than isolated, separate parts of a person and that integrates all domains.

Implementation Skills Component—A part of the developmental guidance system; a staff development skill plan for classrooms and schools; the desired skill activities and experiences for staff to learn and grow in personal, social, emotional, and behavioral areas; a focus on staff facilitation and interaction skill development.

Invitational Education—A theory of educational practice that invites school success, is democratically oriented, and is built on a perceptual psychology and self-concept approach; its basic principles view all people as able, valuable, and responsible people who deserve to be treated accordingly; believes all people have untapped potential in all areas of human endeavor; involves working with the people, places, practices, policies, and process of a school to become intentionally inviting in all ways.

Invitational Teaching Survey, Primary & Intermediate (ITS–P&I)—A 43-question diagnostic class climate assessment, taken by students, which gives student input about their classroom experience and whether they have a feeling of being "invited"; a diagnostic tool to involve students and get their input on ways to improve climate and school relationships; one indicator of ways to support staff growth experiences and plans; one way to observe and evaluate

change at the end of a school year through pre-post assessment; the school climate assessment included in The Grow With Guidance® System.

Life Lab—A way of defining the classroom as a simulation in which students, pre-K–12 and beyond, learn, experience, and apply the essential skills needed for life; the comprehensive developmental guidance system creates a life lab in every classroom through which students develop a conscious and intentional frame of reference that can be applied throughout life.

Multicultural—Acknowledging and valuing many different groups for their unique characteristics, including but not limited to ethnic groups.

Multidimensional—A dynamic approach that identifies and integrates the many aspects of the learning experience.

Multiple Intelligences—An expanded view of intelligence from the traditional view (which determines intelligence from one's ability to answer standardized intelligence test items and views intelligence as innate and unchanging throughout life); a plural view of intelligence based on the ability to problem solve and produce in one or more of the identified intelligences: body–kinesthetic, interpersonal, intrapersonal, linguistic, logical–mathematical, musical, spatial, and natural.

Observation/Evaluation—A part of the developmental guidance system; observing change as a result of system implementation; using annual input to adjust implementation planning; assessing the results gained in the goals, competencies, and results written as the system framework; viewing everyone as an interactive part of a healthy whole and getting their input with a focus on positive observations, not deficits.

Other Awareness—One essential learning skill area, or strand, of student curriculum activities and experiences; activities that teach and support student skills for awareness of others.

Personal Skills—Knowing, understanding, interpreting, and using self and other awareness information and characteristics; viewing self and others with mutual respect.

Purpose—Knowing, understanding, and realizing one's life plan and developing it with intention; knowing and understanding one's ability to make unique contributions in life and one's possible effect on self and others.

Role Playing—A structured activity where a person acts as if he is in a specific situation or is a specific person; other classroom members observe the role play and give feeling and content information of what they observe and the person gives feelings and content about the experience; learning ideas for handling situations are generated.

Self-Awareness—One essential learning skill area, or strand, of student curriculum activities and experiences; activities that teach and support student skills for self-awareness.

Self-Concept—The identity, character, or essential qualities of people; the sum total of the way people view themselves and their perception of the way they belong in the world.

Self-Concept Series—The three steps used to integrate self-concept into life skills:

(1) truth, unconditional acceptance;

(2) behavior; and

(3) accountability.

Self-Concept Series Weave—Weaving the self-concept series into life situations; relating each series step to life situations as they occur so students apply and interpret the skills in life events.

Self-Control—One essential learning skill area, or strand, of student curriculum activities and experiences; activities that teach and support student skills needed for establishing appropriate boundaries and appropriate behavior in time-and-place situations.

Self-Esteem—The evaluation component of self-concept; evaluations that people make of themselves, their worth, or their capabilities.

Self-Perception—The filter for the way people see and interpret information, experiences, and possibilities.

Self-Talk/Self-Pictures Component—A part of the developmental guidance system; a positive plan that supports positive internal pictures and messages within students that support progress in classrooms and schools; the desired internal environment for student practice of guidance skills.

Self-Vision—The vision people hold for themselves; the pictures people hold of their possibilities.

Social Skills—Knowing, understanding, interpreting, and using appropriate behavior skills in different situations with others; understanding rules, guidelines, and responsibilities as they relate to others and different situations; demonstrating mutual respect.

Spirit—One's internal consciousness evolving through the process of personal, social, emotional, behavioral, and intellectual experiences and information about self and others.

Systematic—A clear, orderly plan for implementing a portion of the whole or the whole.

Systemic—Identifying all components of a system or whole and understanding the relationship between each component; considering the impact any change has on the whole; considering how change is hindered unless all components are included in the process.

Systems Approach—An ongoing, interactive, interrelated, and interdependent plan for implementing a comprehensive, developmental guidance system; the interactive, interrelated, and interdependent movement between components with each component implemented slowly and simultaneously with a 3- to 5-year plan until all system components are in place; the whole is larger than the sum of the parts.

Educational expert Dr. Tommie R. Radd is redefining the way schools worldwide develop guidance and counseling programs, giving students greater odds of achieving life success. Now, in her book *Teaching and Counseling for Today's World*, Dr. Radd shares the basis of her work: the framework of a dynamic, time-tested guidance system shaped by more than 30 years of practice and research. This team-integrated approach brings teachers, counselors, and administrators together and helps students develop personal, social, emotional, and behavioral skills to overcome today's biggest challenges. In this user-friendly guide, Dr. Radd explains her system, showing educators how to:

- **create inviting schools that foster maximum student success.**
- **turn classrooms into life labs in which students learn and apply critical life skills.**
- **address urgent issues such as school achievement and school violence with strategies that work.**
- **put her plan to work in preparing students to meet the challenges of the 21st century.**

The innovative use of such a system in Pre-K-12 settings and beyond is what's been missing from education reform. The methods presented in *Teaching and Counseling for Today's World* will enable educators to equip students with the skills they really need and may significantly change the way readers think about education.

For more than three decades, educational and counseling strategist Dr. Tommie R. Radd has been finding solutions to important issues confronting students, teachers, school counselors, and administrators. She lectures and consults for school districts and education departments around the world, designing innovative programs to best meet their needs. A professor of counselor education at the University of Nebraska at Omaha, Dr. Radd holds a doctorate in elementary education curriculum and instruction from the University of Akron. She is a licensed professional counselor holding National Board Certifications and numerous counseling, teaching, and administrative certifications.

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